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ABSTRACT

This curriculum guide provides materials for a course to prepare students for the occupation of nutrition aide. Fifteen modules are provided. They are self-contained and require little effort on the instructor's part aside from scoring posttests and providing equipment. Each module consists of a cover sheet that details job skills, performance objectives, and materials needed; pretest; information sections; and activities. Posttests are intended to be kept by the instructor and administered to students when they are prepared to be tested on their mastery of the module contents. Answer keys for all activities, the pretest, and the posttest are provided. A list of sources concludes each module. Module topics are as follows: create a safe environment; sanitary food preparation techniques; clean and sanitize work and storage areas; identify relationship between health and nutrition; coordinate food order; prepare beverages; prepare special diet orders; arrange dining room for service; perform sidework; perform table cleaning and clearing duties; arrange serving area for tray service; serve patients/clients; demonstrate good communication skills; exhibit maturity in most work situations; and develop job procurement skills. (YLB)

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ARIZONA CENTER FOR VOCATIONAL EDUCATION
RESEARCH • CURRICULUM • LEADERSHIP TRAINING

CURRICULUM

NUTRITION AIDE

COMPETENCY-BASED VOCATIONAL EDUCATION INSTRUCTIONAL MATERIALS

Funded By
Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent

Administered By
Arizona Center for Vocational Education
Northern Arizona University
Dr. Robert V. Kerwood, Director
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Curriculum

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JUNE, 1984

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NUTRITION AIDE

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June, 1984

NUTRITION AIDE

Introduction

This curriculum material was developed for the occupation of Nutrition Aide. The basis for the contents is the Arizona approved competency list from 1983. Portions of the materials came from instructional materials developed by the Arizona Center for Vocational Education for the Jobs for Arizona Graduates (JAG) program; namely, Waiter/Waitress, Cook Helper, and Short Order Cook. Also, materials from Food Production/Food Service, Volumes 1 and 2, developed by Beth Packard, Arizona Center for Vocational Education, were used as well as the documents serving as a guide for content.

Being modularized, you will find that this curriculum will be easily integrated into your competency-based program. You will serve as the director of learning rather than the giver of knowledge. Skills and knowledge obtained by students will be readily transferred to occupational performance.

After you have had an opportunity to review and use these materials, please give your comments to us. No formal field testing has been done with them. Therefore, your comments will be valuable should a revision be possible. Send your comments to the Arizona Center for Vocational Education, Box 6025, Northern Arizona University, Flagstaff, Arizona 86011, (602) 523-4192, 523-5442.

Dr. Jerry R. Cox, Project Director
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INTRODUCTION

The modules are planned so the Nutrition Aide can receive education for a multitude of jobs since the work situation varies a great deal. In a large facility, the job responsibilities might be quite limited, and would deal mostly with distributing, collecting and tabulating menus. They might also be involved in checking tray service. In a small day care center, they might plan the menus, prepare and serve the food and do the clean-up. If children have special diets, they would be expected to either prepare them or make sure the children were fed their special diets. If they were assisting in a school lunch facility, they might be supervised by a dietitian, but they might have a variety of duties. In a nursing home or a retirement center, the duties of Nutrition Aide might encompass a variety of duties. Anticipating what a Nutrition Aide would have to do is difficult, but hopefully, these materials will facilitate doing most any job responsibility a Nutrition Aide might encounter.

Many of the materials have been adapted from Food Production, Food Service Curriculum distributed by the Arizona Department of Education in August 1983. Many ideas were also gathered from the Job For Arizona Graduate (JAG) curriculum materials distributed by the Arizona Department of Education, 1980.

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

JOB SKILL: Create a Safe Environment

*Identify occupational safety hazards

*Eliminate safety hazards when possible

*Report safety hazards which need correcting

*Identify how to extinguish fires in the food service environment

*Apply simple first-aid procedures

*Store knives properly

*Identify food service personal safety habits

*Use safe procedures in preparing and serving food

PERFORMANCE OBJECTIVE:

Given a request to identify and correct common safety hazards occurring in kitchens, storerooms, or dining areas, student will be able to identify hazards and identify ways to correct hazards as evidenced by completion with 100% accuracy of "Safe Environment Recording Sheet."

Given a "Report Form for Safety Hazards" student will be able to fill out with 100% accuracy and send to designated supervisor.

MATERIALS NEEDED:

1. Pen or pencil
2. Tray
3. Plates
4. Coffee mugs
5. Ketchup bottle
6. A-1 sauce bottle
7. Napkins
8. Iced teaspoon

PRETEST:

DIRECTIONS: Answer the following questions and perform the following skill:

1. What is OSHA? Why is it important to food service workers? What does it do?

2. Every kitchen has many potential hazards. Identify a common hazard and way to eliminate/correct the hazard for each of the following areas:

   a. falls -

   b. cuts -

   c. burns -

   d. strains -

   e. shocks -

   f. fires -

3. Load and carry a tray using a round tray, four plates, two coffee mugs, bottle of ketchup, extra napkins, A-1 sauce, and iced teaspoons. Ask your instructor to check your skills.

4. How would you report a hazard if you found one in the work environment?

Match the type of fire on the left with the example on the right.

5. Class A   a. burning dish towel

6. Class B   b. smoking electric motor

7. Class C   c. grease fire

8. Extinguish a grease fire. Ask your instructor to check your skills.

9. List 3 safety habits you follow to promote fire safety.

    a.

    b.

    c.

10. A dish towel has caught fire in the kitchen. Identify the type of fire this is and outline extinguishing procedures.

11. A customer suddenly complains of chest pain and shortness of breath. What should you do?

12. While eating chicken, a customer suddenly stops breathing -- he's turning blue. What should you do?

Match the treatment on the right with the problem on the left.

13. minor cut	a. apply ice packs
14. minor burn	b. apply direct pressure - clean and dress
15. minor fall	c. use ice
16. foreign object in eye	d. use eye wash

Determine if you should treat each of these problems. If you should treat the problem, mark the blank with a "T"; if it is a medical emergency and expert assistance is needed, mark the blank with an "E".

17. persistent vomiting after a fall
18. a cold, blue or numb limb resulting from a fall
19. arm is bright red after spilling hot water
20. wound stops bleeding when pressure applied

DIRECTIONS: Circle the correct answer

T F 21. You may use cases or chairs to reach items stored on high shelves.

T F 22. Damp cloths may be used as potholders when handling utensils.

T F 23. Broken glass or china can be discarded into a garbage can.

T F 24. From the standpoint of safety and sanitation, filled coffee cups with saucers may be stacked on one another and served.

T F 25. It is permissible to use chipped plates in a restaurant.

INFORMATION:

DIRECTIONS: Read the following information.

The Occupational Safety and Health Act

Under the *1970 Federal Occupational Safety and Health Act* (OSHA), the employer is required to furnish a place of employment free of known hazards likely to cause death or injury. The employer has the specific duty of complying with safety and health standards as set forth under the act. At the same time, employees also have the duty to comply with these standards.

The basic regulations regarding food service establishments are as follows:

A. Each establishment is to have a safety training program

B. Each establishment is to have someone on the staff trained in first aid with first aid supplies readily available

C. Every structure or building must be provided with exits sufficient for prompt escape of occupants in case of fire or other emergencies

D. All exits will have free access and be clearly marked

E. Protective eye and face equipment is required where there is likely probability of injury that could be prevented by the equipment

F. Respirator is to be worn when the possibility of breathing potentially hazardous fumes exists

G. Safety-toe footwear should be worn

H. Floors should be kept clean and as dry as possible

I. Mats should be used on the dishroom floor

J. Adequate toilet facilities are to be provided

K. Location of fire extinguishers should be marked by the color red

L. Portable fire extinguishers should be readily accessible and in good working order

ACTIVITY 1:

DIRECTIONS: Answer the following questions.

1. What is OSHA?
2. Why does a food service employee need to be familiar with this act?
3. List five OSHA regulations regarding food service establishments.

DIRECTIONS: Read the following information.

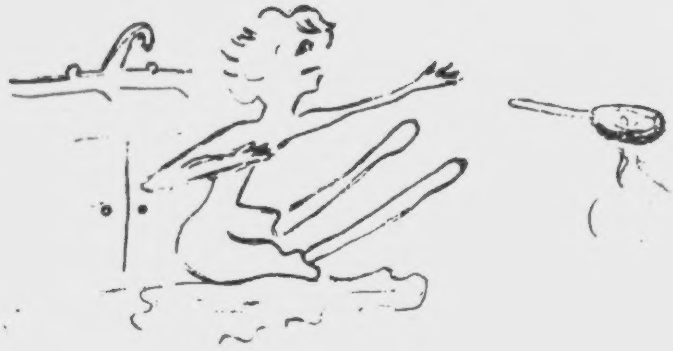
Safety

Safety is everyone's concern. A food service facility is a potentially hazardous place. For your own and your co-workers' protection, as well as your employer, you must learn to practice safety in everything you do.

ACTIVITY 1: (continued)

Falls

Prevent falls by following these rules:



- *Keep floors dry
- *Wipe up grease
- *Keep aisles and traffic patterns clear
- *Reach with a stepladder (never a chair, table or drawer)
- *Wear rubber soled shoes with enclosed toes and low heels
- *Look where you are going
- *Identify your position to others - "moving behind you"

Cuts

Avoid cuts by following these rules:

- *Use only sharp knives
- *Use correct knife for the job
- *Never reach for a falling knife
- *Knives belong in the rack, not loose in drawers
- *Use a cutting board
- *Knives belong on the counter, not in the dishwater

Remember, if you are cut, you must wear a plastic glove to prevent the spread of bacteria.

Burns

With care, most burns can be prevented. Follow these rules:

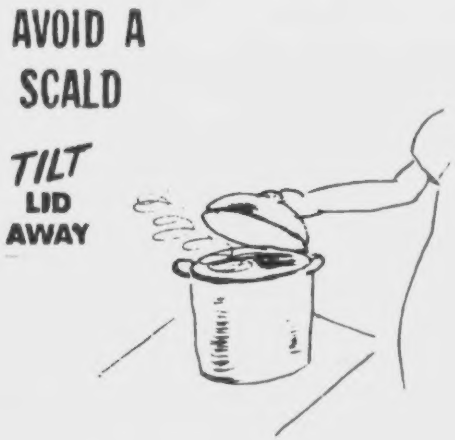
*Use hot pads (never wet dish towels)

*Keep paper and cloth away from open flame

*Slowly tilt steamy lids away from your face

*Never drop wet foods into hot fat

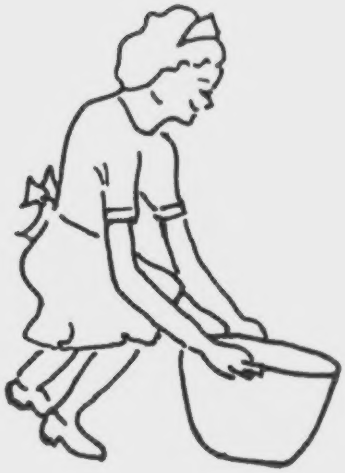
*Keep handles turned in away from the edge



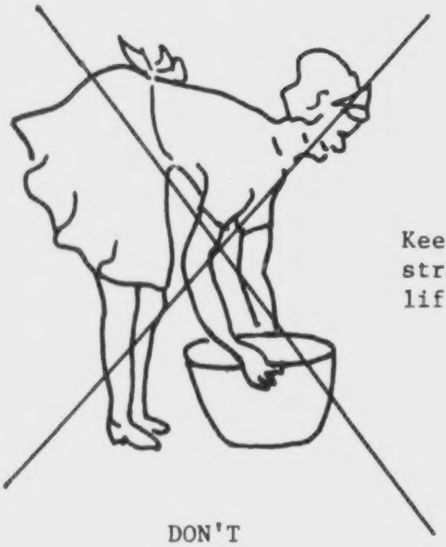
Strains

Lift with your legs, not your back. Squat with the knees (back straight, feet ten inches apart) grasp the object and stand up - keep your back straight - make your leg muscles do the work.

Avoid quick jerks or twisting motions. Don't be afraid to ask for help if the article is too heavy for you to handle.



DO

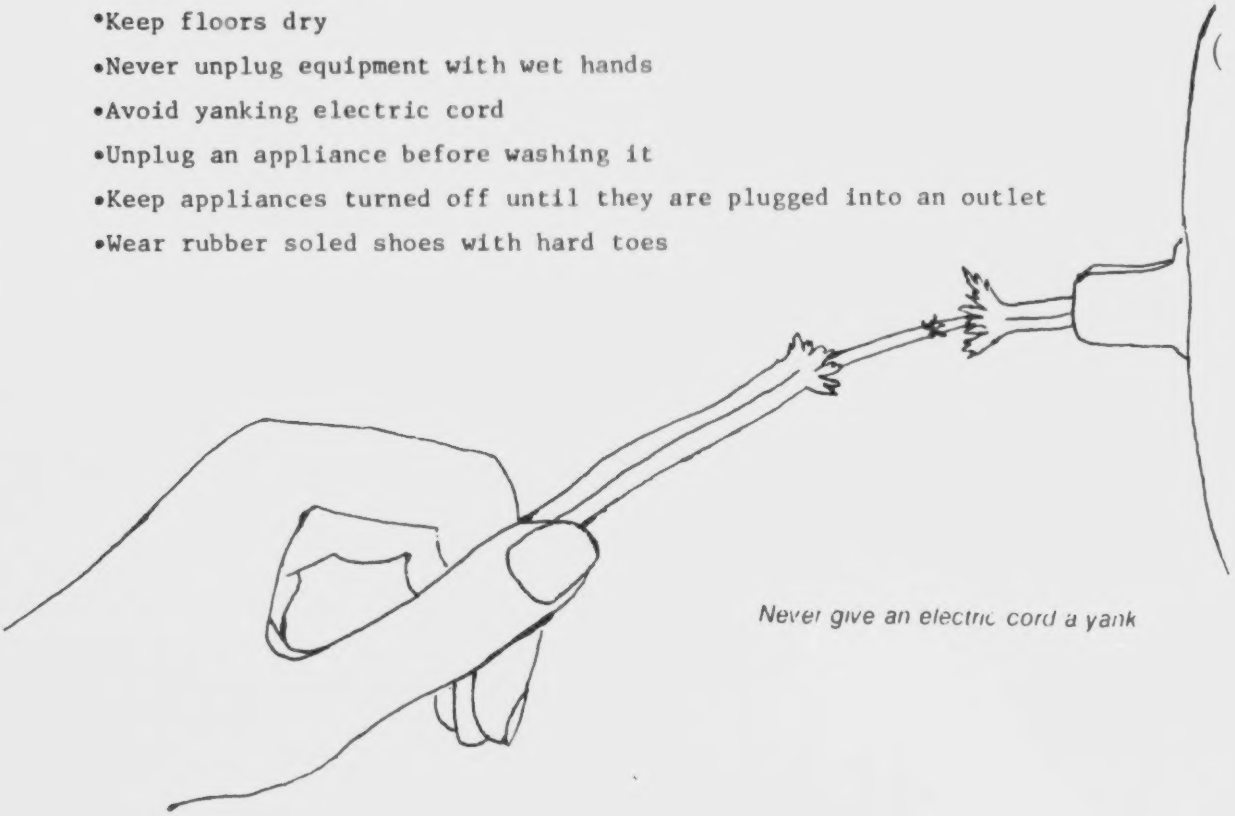


DON'T

Keep your back straight when lifting.

Shocks, explosions and fires are additional potential hazards the food service employee must be aware of. Follow these rules:

- Ground all equipment
- Keep floors dry
- Never unplug equipment with wet hands
- Avoid yanking electric cord
- Unplug an appliance before washing it
- Keep appliances turned off until they are plugged into an outlet
- Wear rubber soled shoes with hard toes



Never give an electric cord a yank

ACTIVITY 1 (continued)

*Do not overheat fat

*Use a deep fat fryer with a thermostat

*Avoid leaving hot fat unattended

*Keep grease off the floor

*Never put water on a grease fire - use a fire extinguisher and follow fire safety procedures

*Keep hoods and vents clean

*Avoid gas build-up - air oven before striking the match

ACTIVITY 2:

DIRECTIONS: Answer the following questions

Match the occupational hazard on the right with the potential harm on the left.

___1.	fall	a.	tossing cold, wet food into heated deep-fat fryer
___2.	cut	b.	bending from the waist
___3.	burn	c.	using chair to reach something on a high shelf
___4.	strain	d.	walking with knife blade held up
___5.	shock	e.	brushing hand towel over hot cook top
___6.	fire	f.	yanking electric cord from outlet

DIRECTIONS: Read the following instructions.

COMMON SAFETY HAZARDS

Safety Hazard	Location	Ways to Correct/Eliminate
1. exposed nails on packing boxes	storeroom	When opening boxes, cartons, barrels, crates, etc., remove all nails-do not just bend them down.
2. heavy objects stored in high, awkward places	storeroom	When storing materials on shelves, always locate the heavier and bulkier materials on the lower shelves. Avoid storage on the tops of lockers or other high storage units.
3. uncovered food container	storeroom	Always keep food containers covered except when they are in actual use.
4. dust in food container	storeroom	When opening anything, be sure to keep away from food containers that could become contaminated by wire, splinters, dirt, etc.
5. flammable liquids stored near water heater	storeroom	Maintain good housekeeping to reduce the hazard of fire.
6. fire extinguisher stored behind boxes and barrels	storeroom	Know where fire-fighting equipment is located and avoid use of this location for storing things that would get in the way in the event that the equipment is needed for emergency use.
7. exposed light bulbs (without guards)	storeroom	Be sure that all light bulbs have guards (covers that protect the bulbs from breaking if they are bumped).
8. no step ladder provided for reaching high shelves	storeroom	Always use adequate and safe ladders for getting materials from storage; avoid overreaching.
9. very narrow aisles, can't turn or move in storeroom	storeroom	Aisles should be wide enough for freedom of movement; clear of objects.

Safety Hazard	Location	Ways to Correct/Eliminate
10. entire kitchen floor is wet	kitchen	Keep floors dry. Many injuries occur from slipping on wet floors. When cleaning, mop and then dry mop small areas at a time. This will help eliminate falls.
11. employees running across kitchen floor	kitchen	Floors, especially tile ones, may be slippery when the weather is humid, so be careful when walking on them. Walk-never run or slide across floors.
12. spilled liquid on floor	kitchen	Keep floors dry and free of grease. Pick up things that you drop. Wipe up things that you spill. If necessary sprinkle salt on the floor to prevent slipping.
13. employees bumping into each other	kitchen	Warn people when passing behind them. Be careful going around blind corners. Always be able to see where you are going. Mark swinging doors clearly "in" or "out" on both sides.
14. fire escape route not posted	kitchen	Know the location of all fire exits. Post escape route. Instruct employees on evacuation procedures.
15. handling hot utensils with wet cloth	kitchen	Always use dry towels when handling hot utensils; wet or damp cloths tend to conduct heat.
16. lifting hot pot lids quickly	kitchen	Remove all pot lids slowly; lift them away from you so that steam does not gush out quickly, causing burns to the face and hands.
17. splashing grease on hot surface	kitchen	Avoid splashing grease on hot surfaces. Grease can igni quickly, causing fires and burns. Never throw water on grease fire; this will cause it to spread-smother it instead by using a foam fire extinguisher or a wet towel. Baking soda, in an emergency, can make a good grease fire extinguisher.

Safety Hazard	Location	Ways to Eliminate/Correct
18. sauce pan handles hanging over stove edge	kitchen	Never let handles extend over the edge of stoves. Pots and skillets can be brushed, bumped, or knocked onto the floor if handles are not pushed away from edges.
19. employee bending from the waist to lift heavy object	kitchen	When lifting, do it so that the strain is absorbed by the legs and arms, instead of by the back. Never lift anything when you are off balance. Get help in lifting or moving heavy pots or containers.
20. lighted match applied to gas filled oven	kitchen	Always place a lighted match to gas jets before gas is turned on. Ventilate oven before lighting by leaving the oven door open a few seconds, so that any accumulated gas pockets can escape.
21. fry cook drops food into fryer	kitchen	When placing food in hot grease, let the item slide in away from you so that grease will not splash on you and cause a burn. Never toss food into hot grease.
22. knife used to open a jar	kitchen	Use knives for their designated purpose, never for levers or openers.
23. knife dropped	kitchen	Keep all knife handles free of grease or other slippery materials. When using knives, pay attention to what you are doing-do not daydream. If a knife falls, do not grab for it-get out of the way. Floors can take it better than a hand or foot. Carry knives by their handles with tips pointed down and cutting edges away from the body. Never talk with a knife in your hand. If you start to gesture with a knife, it could cause a serious accident.
24. knife placed loose in drawers	kitchen	Knives should never be placed loose in drawers. Always place them in a knife rack to protect their cutting edges and workers' fingers.

Safety Hazard	Location	Ways to Eliminate/Correct
25. dull knife blades	kitchen	Always use a sharp knife. Sharp knives are safer than dull knives. Cutting is easier with a sharp knife and does not require as much pressure. Always use the right knife for each job.
26. knife blade pointed toward employee	kitchen	When cutting with any knife or cutting implement, always cut away from the body. Use a cutting board or table at all times. When cleaning a knife, keep the cutting edge turned away from the body. When slicing round objects, make sure to hold the object firmly to prevent slipping.
27. machine turned on before all parts are in place	kitchen	Never use machines until you are trained in their use. Be sure all safety devices are in place. Pull the plug before cleaning or adjusting any machine. Keep fingers, hands, spoons, bowls, knives, etc., away from moving parts. Always wait until the machine stops before removing food items. Be sure machines are in the "off" position before they are plugged in. Mixing machines should not be started until the bowl or kettle is properly placed and the beater is securely fastened.
28. employee standing in water while operating electrical equipment	kitchen	Water and electricity do not mix. Always avoid contact with water when operating electrical equipment.
29. electrical cord yanked from the socket	kitchen	When disconnecting a cord from a wall socket, pull it by the plug, never yank on the cord-you may loosen the wires that connect to the plug and get a shock.
30. employee wearing sandals	kitchen	Wear safe work shoes. Rubber heels prevent slipping; proper support provides comfort; safety toes prevent mashing or crushing of the toes. Shoelaces should be neatly laced and tied to prevent tripping.
31. employee wearing necktie	kitchen	Do not wear loose sleeves, ties, or aprons that may get caught when working with grinders, mixers, etc.

Safety Hazard	Location	Ways to Eliminate/Correct
32. broken glass in dish water	kitchen	When washing glasses of all kinds, place them upside down so that contaminates do not settle in them before they are used. If it is suspected that there is broken glass or dishware in soapy water, drain the water first, then remove the broken pieces carefully to avoid cuts.
33. serving tray overloaded and off balance	dining room	Avoid overloading trays. Carefully place dishes and containers of food on trays so that they will not slip or spill when trays are carried or moved. Place heavier plates in center.
34. hot soup handed to customer	dining room	Do not hand cups, bowls, or plates containing hot liquids or foods to customers. Place them, using a side towel, in front of customers. Warn customers when plates are hot. This will help avoid spills, burns, and other hazards to both customers and the trainee. Cups and bowls should be centered on saucers or underliners before being placed in front of customers. This helps prevent slips and spills.
35. glass broken near salad bar	dining room	Protect food from foreign substance. If an article is broken over or near food containers, report it immediately to the supervisor so that food can be removed if necessary. Always use care in handling glasses and dishes. Use a pan and brush or broom to sweep up pieces of broken glass or china. Use a dampened towel for cleaning up slivers of glass or china. Broken glass and china should never be picked up by hand.
36. soup bowl filled to the top	dining room	Avoid overfilling containers with liquids or hot foods. Make sure that edges of plates, bowls, and cups are free of food or liquid.
37. chipped china	dining room	Drinking glasses, china, and glassware that are chipped or cracked should be discarded immediately. Glass, china, and metal pots do not mix, so keep glass and china articles out of the pot-and-pan sink.

ACTIVITY 3:

DIRECTIONS: Answer the following questions.

1. List three safety hazards commonly found in the storeroom and identify ways to correct or eliminate hazard.

	Hazard	Way to Correct
a.		
b.		
c.		

2. List three safety hazards commonly found in the kitchen and identify ways to correct or eliminate hazard.

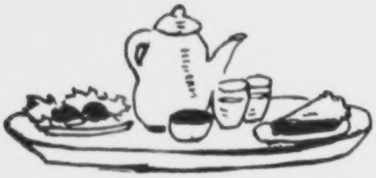
	Hazard	Way to Correct
a.		
b.		
c.		

3. List three safety hazards commonly found in the dining area and identify ways to correct or eliminate hazard.

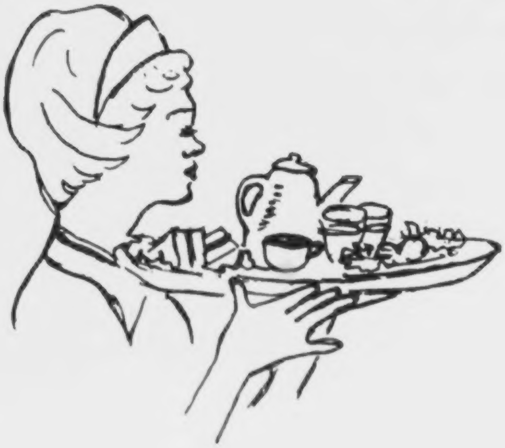
	Hazard	Way to Correct
a.		
b.		
c.		

Techniques in Tray Handling

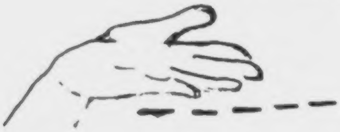
There are certain techniques that you can use in loading your trays that will add to both your efficiency and your safety.



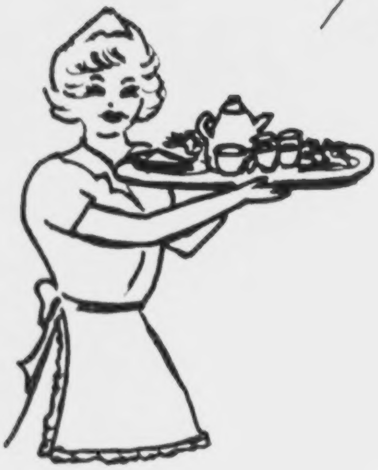
- Place heavier plates in center, lighter pieces toward edges.
- Do not place cups on saucers.
- Do not allow hot dishes to touch cold ones.
- Do not fill tea and coffee pots so full that liquid will leak from the spouts.
- Turn pot spouts in and away from plates of food so that they will not spill in the food.



- Load the tray for balance so that the items will not slip or spill. Be sure that the tray is clean.
- Carry the tray shoulder high, not at waist level. This eliminates the possibility of running the tray into a seated guest. Carrying the tray in this position forces the thighs, legs, shoulders, and arms, rather than the back to carry the weight. Also, the shoulder can be used to help carry the load if the tray is heavy.



- Keep your hand flat against the bottom of the tray.



ACTIVITY 4

DIRECTIONS: Perform the following skill.

1. Load and carry a tray using a round tray, four plates, two coffee mugs, bottle of ketchup, extra napkins, A-1 sauce, and iced teaspoon. Ask your instructor to check your skills.

ACTIVITY 5:

DIRECTIONS: Perform the following skill.

1. Pretend that you are working as a nutrition aide in a home for the elderly and you see that there are cockroaches in the kitchen. Fill out the form given below and have your instructor check that you have done it correctly.

Report Form for Safety Hazards

Hazard Observed: ____________________________

Location of Hazard: ____________________________

Date __________________ Time: __________________

Reported to: ____________________________
(Either report to immediate supervisor or manager of the food service area.)

You may sign the report or you do not have to do so.

DIRECTIONS: Read the following information.

Types of Fires

Fires are classified into four basic types: Class A, Class B, Class C, and Class D. The extinguisher to be chosen to put out a fire is dependent upon the type of fire.

1. Class A Fires - these fires occur in ordinary combustible materials such as wood, paper, and rags. Such fires may occur in storerooms and dining areas.
2. Class B Fires - these fires occur with flammable liquids such as grease, gasoline, oil, and paint. Such fires may occur in the kitchen or maintenance department.
3. Class C Fires - these fires occur in or near electrical equipment. Such fires may occur in motors or other electrical equipment.
4. Class D Fires - these fires occur with combustible metals like aluminum, and are highly improbable in restaurants.

ACTIVITY 6:

DIRECTIONS: Match the type of fire on the left with the example on the right.

___1. Class A a. burning dish towel

___2. Class B b. smoking electric motor

___3. Class C c. grease fire

DIRECTIONS: Read the following information.

PORTABLE FIRE EXTINGUISHERS

TYPES AVAILABLE BY CLASSIFICATION ★

CLASS A FIRES ... ordinary combustible materials, such as wood, cloth, paper, rubber, and many plastics

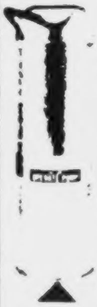
CLASS B FIRES* ... flammable liquids/gases, and greases

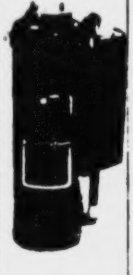
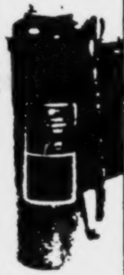
CLASS C FIRES ... energized electrical equipment where the electrical nonconductivity of the extinguishing media is of importance

CLASS D FIRES ... combustible metals, such as magnesium, titanium, zirconium, sodium and potassium

★ NOTE
Only Dry Chemical types effective on **pressurized** flammable gases/liquids for deep fat fryers. Multipurpose A/B/C dry chemicals NOT acceptable.

▲ NOTE
Protection required below 40°F

	A					
	WATER TYPES		MULTIPURPOSE DRY CHEMICAL		AFFF FOAM	HALON 1211
	STORED PRESSURE	PUMP TANK	STORED PRESSURE	CARTRIDGE OPERATED	STORED PRESSURE	STORED PRESSURE
	▲	 ▲				
SIZES AVAILABLE	2½ Gal	2½ and 5 Gal	2½-30 lb ALSO Wheeled 150-350 lb	5-30 lb ALSO Wheeled 50-350 lb	2½ Gal ALSO Wheeled 33 Gal	9 to 22 lb
HORIZONTAL RANGE (APPROX.)	30 to 40 ft	30 to 40 ft.	10-15 ft. (Wheeled 15-45 ft.)	10-20 ft. (Wheeled 15-45 ft.)	20-25 ft. (Wheeled 30 ft.)	14 to 16 ft
DISCHARGE TIME (APPROX.)	1 Min	1 to 3 Min.	8-25 Sec. (Wheeled 30-60 Sec.)	8-25 Sec. (Wheeled 20-60 Sec.)	50 Sec. (Wheeled 60 Sec.)	10 to 18 Sec

A/B	B/C				A/B/C			D
AFFF FOAM	CARBON DIOXIDE	DRY CHEMICAL TYPES		HALON 1211	MULTIPURPOSE DRY CHEMICAL		HALON 1211	DRY POWDER
STORED PRESSURE	SELF EXPELLING	STORED PRESSURE	CARTRIDGE OPERATED	STORED PRESSURE	STORED PRESSURE	CARTRIDGE OPERATED	STORED PRESSURE	CARTRIDGE OPERATED
								
2½ Gal ALSO Wheeled 33 Gal	5-20 lb ALSO Wheeled 50-100 lb	2½-30 lb ALSO Wheeled 150-350 lb	4-30 lb ALSO Wheeled 50-350 lb	2 to 22 lb	2½-30 lb ALSO Wheeled 150-350 lb	5-30 lb ALSO Wheeled 50-350 lb	9 to 22 lb	30 lb ALSO Wheeled 150-350 lb
20-25 ft. (Wheeled 30 ft.)	3-8 ft. (Wheeled 10 ft.)	10-15 ft. (Wheeled 15-45 ft.)	10-20 ft. (Wheeled 15-45 ft.)	10 to 16 ft	10-15 ft. (Wheeled 15-45 ft.)	10-20 ft (Wheeled 15-45 ft.)	14 to 16 ft	5 ft. (Wheeled 15 ft.)
50 Sec. (Wheeled 60 Sec.)	8-15 Sec. (Wheeled 8-30 Sec.)	8-25 Sec. (Wheeled 30-60 Sec.)	8-25 Sec. (Wheeled 20-60 Sec.)	8 to 18 Sec	8-25 Sec. (Wheeled 30-60 Sec.)	8-25 Sec (Wheeled 20-60 Sec.)	10 to 18 Sec	20 Sec. (Wheeled 150 lb. 70 Sec. 350 lb. 1¾ Min.)

Using Fire Extinguishers

Each type of extinguisher is slightly different to operate. Become familiar with the type of fire extinguisher in your food service facility. Your extinguisher should be conspicuously located where it will be readily accessible.

Pressurized Water

Pull the pin and gently and evenly squeeze the handle grip. Direct the stream at the base of the flame.

Soda Acid

Turn this extinguisher upside down. Then direct the stream at the base of the flame.

Foam

Turn extinguisher upside down. Move the stream direction across the burning object, not straight at the fire.

Carbon Dioxide

Stand 6 to 8 feet from the fire. Pull the ring on the side of the handle and release the horn. Grasp insulated handle while squeezing the handle grip. Direct the horn at the base of the fire.

Multipurpose Dry Chemical

Squeeze handle grip and direct the discharge directly at the base of the flame.

ACTIVITY 7

DIRECTIONS: Perform the following skill activity.

1. Extinguish a grease fire using the extinguisher in your food service facility. Ask your instructor to check your skills.

DIRECTIONS: Read the following information.

Fire Drill Procedures

2. Every manager of a food service establishment must hold regular fire drills and post an emergency escape plan. During a fire drill, each employee must quickly leave their job and exit according to the posted emergency escape plan.

DIRECTIONS: Read the following information.

Reporting Fires

3. Should a kitchen fire occur, notify your supervisor at once. Keep yourself and others calm. If necessary, follow the posted emergency escape plan. Then, call the fire department. Try to cut off the air supply to the fire by using your fire extinguisher. This will help control the blaze until the fire department arrives.

ACTIVITY 8:

DIRECTIONS: Many fires can be prevented. Use this checklist to assess your safety habits.

Fire Safety Checklist

Answer "yes" or "no" to each of the following.

		Yes	No
1.	know where fire extinguisher is located	___	___
2.	know how to operate fire extinguishers	___	___
3.	report unsafe situations or practices to supervisor	___	___
4.	follow cleaning schedule for equipment and facilities	___	___
5.	keep equipment in good working order	___	___
6.	never put water or moist foods in hot grease	___	___
7.	store cold fats away from flames	___	___
8.	smoke only in designated areas	___	___
9.	keep matches in closed containers	___	___
10.	light matches before turning on gas jets	___	___
11.	report any gas leaks to supervisor	___	___
12.	turn off all open fires when not in use	___	___
13.	use dry pot holders	___	___

INFORMATION

DIRECTIONS: Read the following information.

Report Accidents

All accidents, minor and major, must be immediately reported to your supervisor. Additionally, illness of guests or employees must also be reported. With your assistance, your supervisor will complete the necessary report forms.

First Aid Supplies

Know the location of first aid supplies. A minimum list will include:

- *small adhesive bandages
- *sterile gauze
- *adhesive tape
- *hydrogen peroxide (3%)
- *butterfly bandages
- *steri-strips
- *ice pack
- *boric acid

Check to see that these supplies are replenished as needed.

Seek First Aid for Heart Attack Victim

A heart attack may be suspected if the victim exhibits: chest pain associated with shortness of breath; irregular pulse; sweat or dizziness; or severe pain.

To seek aid for a heart attack victim, dial the nearest emergency facility. Clearly communicate your name and where they may reach you. In a large food service facility, station someone on the street to direct the emergency crew to the victim. The ambulance will bring with it a trained team of health professionals with oxygen and other lifesaving resuscitation equipment.

Minor Cut

Controlling Bleeding

Most cuts will stop bleeding if pressure is applied to the wound. Unless the bleeding is obviously minor, a wound that continues to bleed despite the application of pressure requires attention in order to prevent unecessary loss of blood. Thus, the most important part of first aid for wounds is the application of pressure directly to the wound.

Can I treat this cut? A physician is needed if:

___1. bleeding cannot be controlled with pressure

___2. inability to move fingers

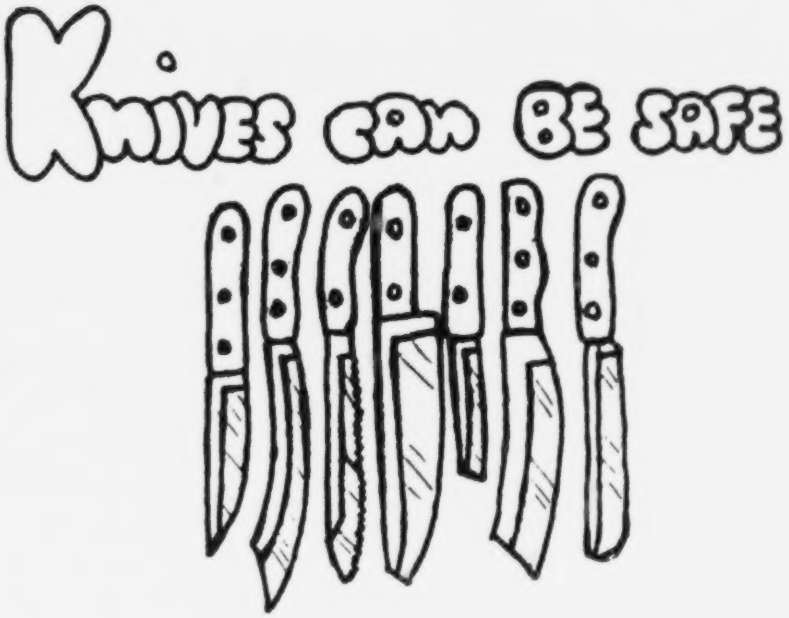
___3. the cut won't close without stitches

Treatment for Minor Cuts

Cleanse the wound. Soap and water will do, but be vigorous. Hydrogen peroxide (3%) may also be used. Make sure that no dirt, glass, or other foreign material remains in the wound.

The edges of a minor cut can usually be held together by "butterfly" bandages or, preferably, "steri-strips" -- strips of sterile paper tape. Apply either of these bandages so that the edges of the wound join without "rolling under".

Change the bandage daily, especially if it becomes wet. However, minor cuts, usually need to be bandaged for only a day or so.



Minor Burn

How Bad is the Burn?

Burns are classified as first, second or third degree, according to the depth of the burn. First-degree burns are superficial and cause the skin to turn red. A sunburn is usually a first-degree burn. Second-degree burns are deeper and result in splitting of the skin layers or blistering. Scalding with hot water is a common instance of a second-degree burn. Third-degree burns destroy all layers of the skin and extend into the deeper tissues. They are painless at the time of the accident because nerve endings have been destroyed. Charring of the burned tissue is usually present.

Can I treat this burn? A physician is needed if:

___1. a second-degree burn covers an area larger than the patient's hand

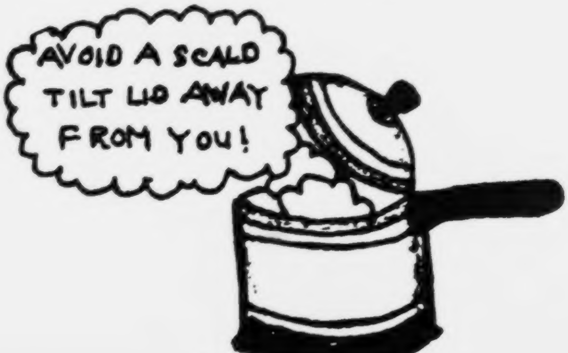
___2. a second-degree burn involves the face or hand

___3. a third-degree burn occurs

Treatment for Minor Burns

Apply cold water or ice immediately. This reduces the amount of skin damage caused by the burn and also eases pain. The cold should be applied for at least five minutes and continued until pain is relieved or for one hour, whichever comes first. Be careful not to apply cold so long that the burned area turns numb, since frostbite can occur!

Blisters should not be broken. If they burst by themselves, as they often do, the overlying skin should be allowed to remain as a wet dressing.


AVOID A SCALD TILT LID AWAY FROM YOU!

Minor Falls

Falls can cause serious accidents in the food service facility. Carelessness caused by wet floors and aisles, spilled food or grease, and torn mats or warped floor boards can result in needless injury to customers and employees.

DON'T TAKE ANY CHANCES!
OIL

Can I treat this fall? Contact a physician if:

____1. a cold, blue or numb limb

____2. injured person is sweaty, pale, dizzy or thirsty

____3. a great deal of bleeding and bruising occurs in one area

____4. visual problems

____5. bleeding from eyes, ears or mouth

____6. black eyes or blackness behind ears

____7. persistent vomiting

____8. irregular breathing or heart rate

Treatment for Minor Fall

Apply ice packs. The immediate application of cold will help to decrease swelling and any inflammation. Encourage injured person to remain still until he/she feels like moving again.

Foreign Object in Eye

Occasionally a foreign object may fly into the employee's eye. If it is not a metal splinter, the injury is probably minor and can be treated by a simple eye wash.

Can I treat this eye problem? Contact a physician if:

___1. foreign body remains after eye washing
___2. blood in the eye
___3. problems with vision

Treatment for Minor Object in Eye

Be gentle. Wash the eye out. Water is good; a weak solution of boric acid is even better. Do not rub the eye. If needed, an eye patch, made from gauze and tape, will further relieve pain.

ACTIVITY 9:

DIRECTIONS: Answer the following questions.

1. A customer suddenly complains of chest pain and shortness of breath. What should you do?

2. While eating chicken, a customer suddenly stops breathing -- he's turning blue. What should you do?

Match the treatment on the right with the problem on the left.

____3. minor cut

____4. minor burn

____5. minor fall

____6. foreign object in eye

a. apply ice packs

b. apply direct pressure - clean and dress

c. use ice

d. use eye wash

Determine if you should treat each of these problems. If you should treat the problem, mark the blank with a "T"; if it is a medical emergency and expert assistance is needed, mark the blank with an "E".

____7. persistent vomiting after a fall

____8. a cold, blue or numb limb resulting from a fall

____9. arm is bright red after spilling hot water

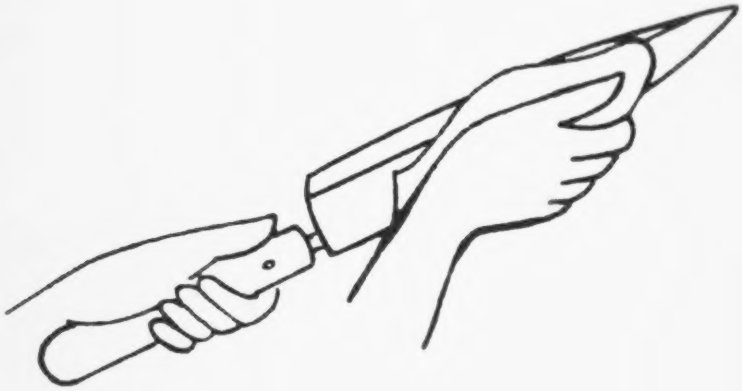
____10. wound stops bleeding when pressure applied

Knife Use and Care

Knives are among the most important tools for the chef. They are so important, in fact, that many chefs own their own personal set of knives; allowing no one else to use them and taking the knives with them when they leave the job. Even though you may not own your own set of knives, knives will be an important tool for you to master.

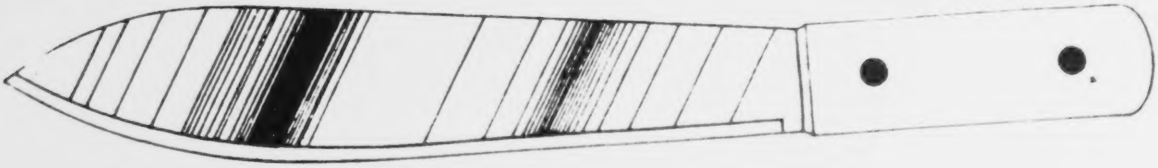
Proper care and storage of knives will keep them sharp and safe for use.

Store knives on a separate rack when possible. This will keep them from rubbing against each other, which causes blades to dull. Also, the rack will prevent accidental cuts caused by crowded drawer storage. Wash them separately from other tools, for serious cuts may result from dumping knives into soapy dish water. Thoroughly wash knives after use.



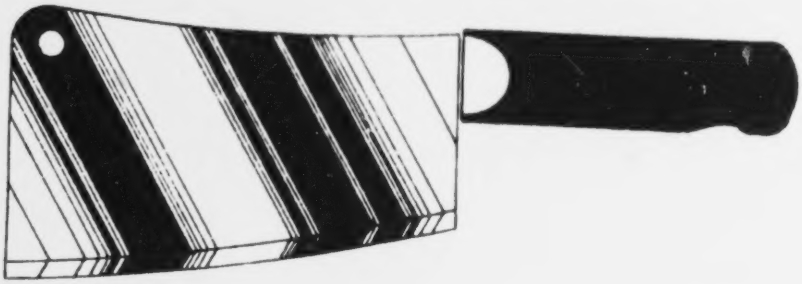
Kinds of Knives

There are many kinds of knives. Each knife has a specialized use. The following knives are commonly used in food service facilities.



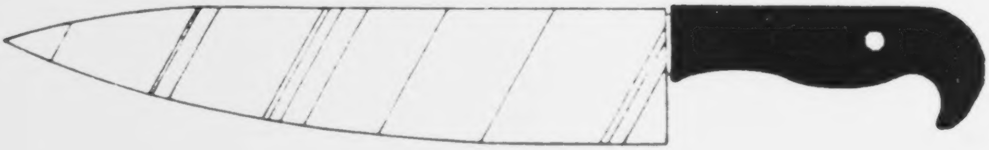
Butcher Knife

A heavy, curved blade used to section raw meat, poultry and fish; to cut steaks; and to separate small joints or bones.



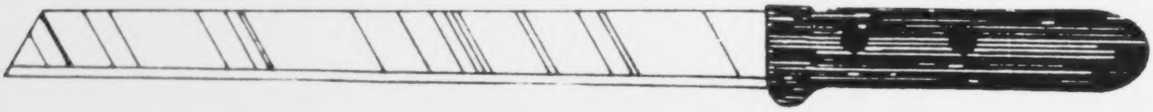
Cleaver

Square, heavy, wide blade used to chop bones.



French Knife

Usually 8 to 12 inches long. The most often used knife to slice, chop, mince, and dice.

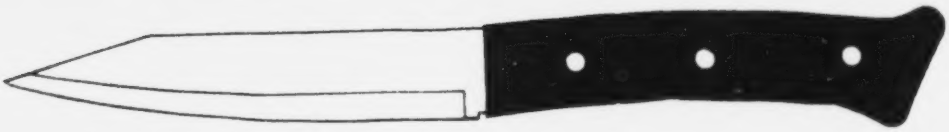


Ham Slicer

About 12 inches long, narrow flexible blade used to slice ham.

Boning Knife

Usually 5 to 8 inches long. Used to remove bones from raw meat and to fillet fish.

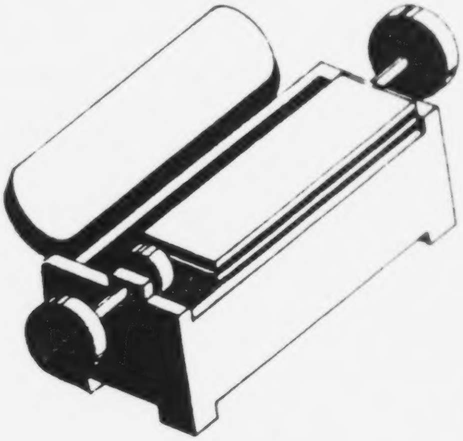


Paring Knife

From 2½ to 3½ inches long. A short, pointed blade. Used for paring, coring, and sectioning fruits and vegetables.

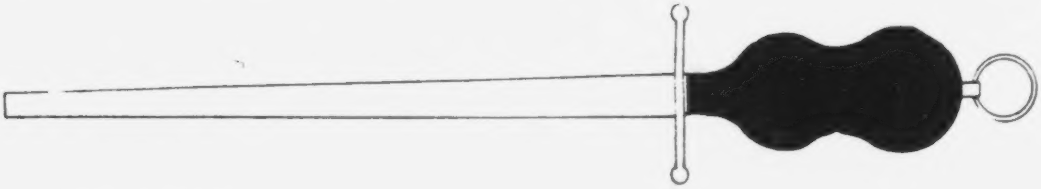
Roast Beef Slicer

A round nosed, 14-inch long knife blade. Used to slice roast beef.



Hand Stone

Maintains the edge of a knife.



Butcher Steel

Maintains the edge of a knife.

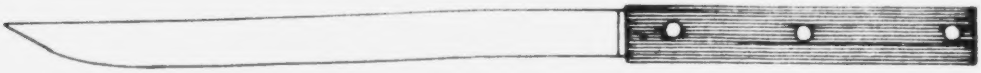
ACTIVITY 10:

DIRECTIONS: Answer the following questions and perform the following skill activities.

From a selection of knives, choose the appropriate knife for each of the following:

___1. slice ham ___3. dice

___2. chop bones ___4. fillet fish ___5. pare



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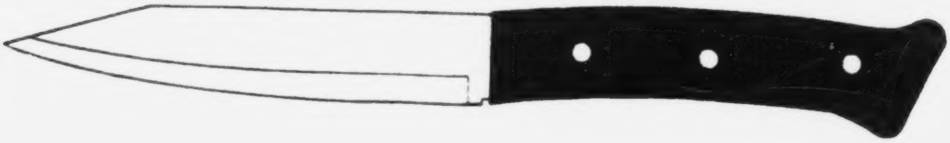

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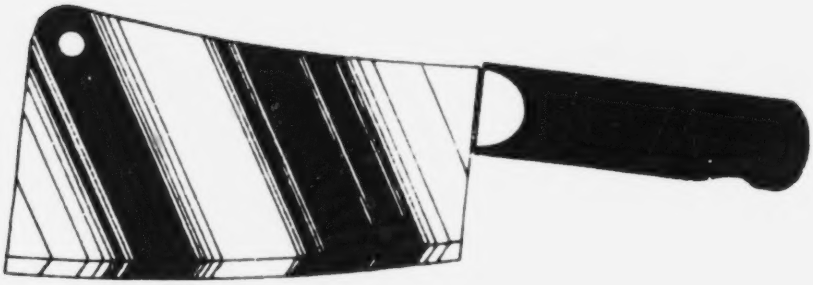

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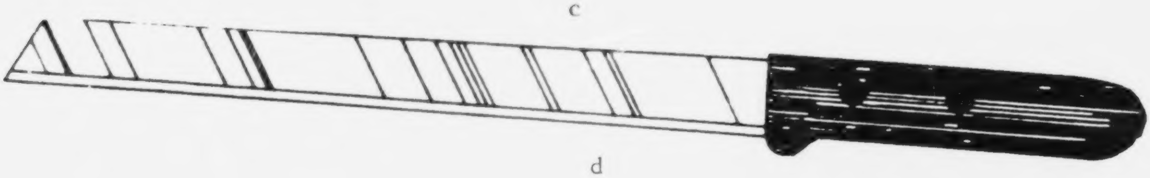

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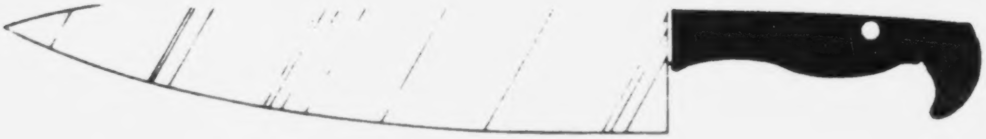


e

6. Dice and julienne 1# carrots. Ask your instructor to check your skills.

7. Sharpen and steel a knife. Ask your instructor to check your skills.

ACTIVITY 11:

DIRECTIONS: Match the correct knife on the left with its function on the right.

____1. boning knife a. to slice roast beef
____2. cleaver b. to chop bones
____3. ham slicer c. to cut steaks
____4. butcher knife d. to core, section, or pare
____5. paring knife e. to remove bone
____6. French knife f. to slice, chop, mince, and dice
____7. roast beef slicer g. to slice ham

Knife Use

The French knife is the most often used knife. This knife is used for slicing, chopping, mincing, and dicing. The French knife is held in the right hand. Use your left hand to secure the food (when performing any type of cutting a proper chopping board should be used). Move the knife forward and down with a gentle rocking motion. Quick, even strokes will result in uniform food pieces.

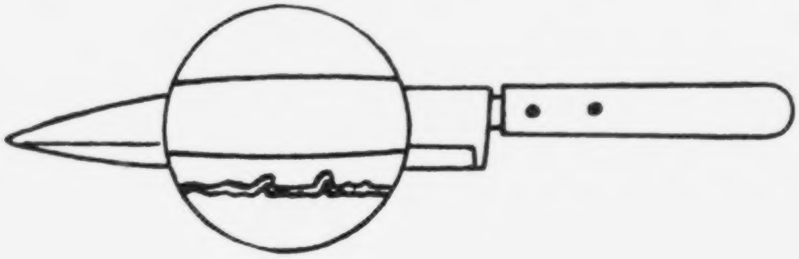
ACTIVITY 12:

DIRECTIONS: Perform the following skill activity.

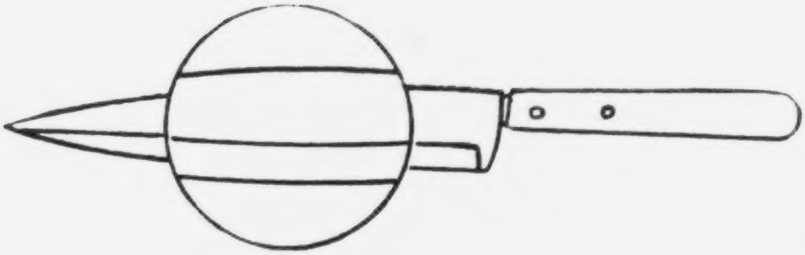
1. Cut 2# of fresh vegetables. Cut 1# by julienne method (long strips) and 1# by dicing (small cubes ¼ inch square or less). Ask your instructor to check your skills.

Sharpen and Steel Knives

Sharp knives are safer to use than dull knives.



Dull knife

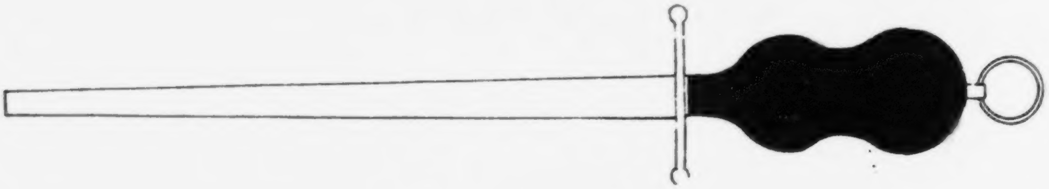


Sharp knife

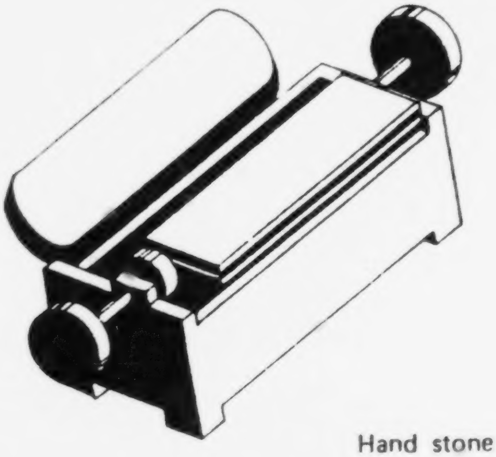
ACTIVITY 12 (continued)

To keep knives safe and ready to use, you will sharpen and steel knives. The butcher's steel is a round steel rod, approximately 1½ feet long with a wooden handle. The steel is used to maintain an edge on a knife. It does not sharpen the edge but merely straightens it and breaks off burrs after sharpening.

The hand stone (wet stone) is used to sharpen knife blades.



Butcher steel



Hand stone

ACTIVITY 13:

DIRECTIONS: Perform the following skill activity.

1. Sharpen and steel a dull knife. Ask your instructor to check your skills.
2. Replace all the knives used in their proper storage area.

INFORMATION

DIRECTIONS: In order to prevent accidents while you are preparing and serving food, use these common sense behaviors.

Do Not:

1. Play around with practical jokes, games, or horseplay.
2. Use defective and unsafe equipment.
3. Handle hot cooking utensils without correct protection for hands.
4. Clean electrical equipment which has not been disconnected.
5. Use dull knives.
6. Carry knives incorrectly.
7. Lift heavy objects without correct body support.
8. Leave spills on the floor.
9. Leave utensils on the counters.
10. Handle new equipment without learning correct instructions first.

11. Opens lid on hot utensils toward yourself.
12. Put wet food (potatoes, etc.) in hot grease without drying off some of the moisture.
13. Use chipped glass or china.

ACTIVITY 14:

DIRECTIONS:

Give another student in food service a copy of the "Personal Safety Habits Checklist" and when you are not conscious of them observing, have them observe you and report back one week later what are some of the unsafe procedures you have been using in preparing and serving food.

The next couple of days, try to consciously change some of the unsafe practices you are using.

A week later, recheck and indicate if you have improved. If not, work harder in the next few days to break some of your unsafe work habits.

POST-TEST

DIRECTIONS: Answer the following questions.

Personal Safety Habits Checklist

Check your work continually to make sure these basic safety habits are followed:

		Yes	No
1.	Cleans up spills immediately	___	___
2.	Checks for articles out of place on the floors; wet signs	___	___
3.	Passes others on the right side, calls out "beside you, behind you" or similar phrase to alert others	___	___
4.	Looks for obstacles before pushing doors open or rounding corners	___	___
5.	Knows the location and use of fire exits, weather stations, fire extinguishers, and overhead fire pretection	___	___
6.	Reports any faulty equipment immediately	___	___
7.	Knows where the first aid kit is and how to apply minor first aid for cuts, burns and shock	___	___
8.	Is careful in the carrying and pouring of hot liquid (uses a splash guard saucer when pouring hot beverages for guests)	___	___
9.	Informs other workers when carrying or preparing hot items	___	___
10.	Handles hot containers with dry hot pads	___	___
11.	Discards all cracked or chipped glassware and china	___	___

		Yes	No
12.	Sweeps up broken dishware immediately and disposes in proper containers	___	___
13.	Empties cigarette ashes into metal containers only	___	___
14.	Has dry hands and dry work area when using electrical tools	___	___
15.	Handles knives correctly and safely -- including use of non-skid cutting boards	___	___
16.	Dresses carefully to eliminate dangling sleeves, ties or other burnable or tangly articles from uniform	___	___
17.	Lifts heavy items using leg muscles, not the back (gets help from others, or carts, when load is beyond strength)	___	___
18.	Does not wear jewelry that could fall into guest's food	___	___

DIRECTIONS: Answer the following questions.

Applying First Aid Sheet

For each of the following situations, outline appropriate first aid procedures:

	Situation	Procedures
19.	Minor cut on hand	
20.	Minor burn on arm	
21.	Slips on wet floor, falls and sustains a bruise	

Situation	Procedures
22. Foreign object caught in eye	
23. You suspect heart attack - a customer suddenly complains of chest pain and shortness of breath	
24. While eating chicken, a customer stops breathing -- he's turning blue	

Fire Safety Procedures Recording Sheet

For each of the following fires, identify type of fire and outline procedures for extinguishing fires.

	Type	Extinguishing Procedures
25. A fry pan has caught on fire - large flames are shooting into the air.		
26. A towel (used for removing hot pots from the cook top) has caught on fire - it was dropped on the floor.		

	Type	Extinguishing Procedures
27. The cord to the electric mixer has shorted - sparks are flying everywhere and large, black clouds of smoke are forming.		

28. Outline procedures for reporting and evacuating customers and employees from a food service facility fire.

Circle the correct answer:

29. T F Have the guest hold the cup while you are pouring hot liquids so you do not burn yourself.

30. T F Keep floors clean and dry.

Safe Environment Recording Sheet

Identify occupational safety hazards. Then, identify ways to correct/eliminate existing hazard. Use the following recording sheet:

Prescription of Occupational Safety Hazard	Location of Violation	Ways to Correct/Eliminate Existing Hazard
a.	Storeroom	
b.	Kitchen	
c.	Dining Room	

PRETEST: KEY

1. The Occupational Safety and Health Act protects employees, employers, and customers. The employer has the specific duty of complying with safety and health standards as set forth under the act. At the same time, employees also have the duty to comply with these standards.

2a. wet floors - mop only small areas at a time

b. using dull knife - sharpen knives often, use chopping board

c. using wet cloth to handle hot pots - use dry cloth large enough to cover hand

d. bending from waist - bend with knees and use legs, never bend over from the waist to pick up heavy objects

e. pulling cord from outlet - don't yank cord from outlet, gently remove plug

f. grease fire - use fresh oil, never leave unattended, use thermostat to regulate temperature

3. instructor's satisfaction

4. Use "Safe Environment Recording Sheet"

Loading and Carrying Tray Checklist

		Yes	No
a.	Places heavier objects in center	____	____
b.	Keeps hot items from touching cold items	____	____

PRETEST KEY (continued)

		Yes	No
c.	Loads tray for balance so items will not slip or spill	___	___
d.	Carries tray shoulder high using flat hand	___	___

5. a

6. c

7. b

8. Instructor's satisfaction

9. a. light matches before turning on gas jets

   b. turns off all open fires when not in use

   c. never puts water on hot grease

10. Class A - locate pressurized water extinguisher, carry to fire, pull pin, squeeze handle grip, direct stream at base of flame.

11. Dial nearest emergency facility. Tell them of the possible heart attack. Assist health professionals in locating and transporting victim.

12. Don't slap or hit the customer on the back. Administer Heimlich maneuver.

13. b

14. c

15. a

16. d

17. E

18. E

PRETEST KEY (continued)

19. T

20. T

T [✓ F] 21. You may use cases or chairs to reach items stored on high shelves.

T [✓ F] 22. Damp cloths may be used as potholders when handling hot utensils.

T [✓ F] 23. Broken glass or china can be discarded into a garbage can.

T [✓ F] 24. From the standpoint of safety and sanitation, filled coffee cups with saucers may be stacked on one another and served.

T [✓ F] 25. It is permissible to use chipped plates in a restaurant.

ACTIVITY 1:

1. A federal act - Occupational Safety and Health Act - pertains to safety and health of food service operations.
2. Both employee and employer are responsible to uphold the regulations which protects the safety and health of customers, employees, and employers. The employer has the specific duty of complying with safety and health standards as set forth under the act. At the same time, employees also have the duty to comply with these standards.

ACTIVITY 1 (continued)

3a. safety - toe footwear should be worn

b. location of fire extinguishers should be marked by the color red

c. must have emergency exits

d. must have adequate toilet facilities

e. mats should be used on dishroom floor

ACTIVITY 2:

1. c
2. d
3. a
4. b
5. f
6. e

ACTIVITY 3:

1a. storeroom crowded - move some materials to another location

b. heavy objects on high shelves - move objects to low shelf, use ladder, if necessary

c. exposed nails on packing boxes - remove all nails immediately, don't just bend them down

2a. wet floor - wipe up spills right away

b. using wet cloth to handle hot pots - use dry cloth, short enough so it does not tangle across oven flames

ACTIVITY 3 (continued)

c. lifting heavy pot by bending from the waist - use legs and knees, not back

3a. spilled hot liquid on customer - never hand hot soups, other liquids to customers, place them on the table in front of customer

b. broken glass in butter - always discard any food from area where glass was broken

c. tray dropped - load tray with heavy objects in the center

ACTIVITY 4:

1. Instructor's satisfaction

Loading and Carrying Tray Checklist

	Yes	No
a. Places heavier objects in center	____	____
b. Keeps hot items from touching cold items	____	____
c. Loads tray for balance so items will not slip or spill	____	____
d. Carries tray shoulder high using flat hand	____	____

ACTIVITY 5:

1. Instructor's satisfaction

ACTIVITY 6:

1. a

ACTIVITY 6 (continued)

2. c
3. b

ACTIVITY 7:

1. Instructor's satisfaction
2. Interview a manager of a food service establishment and determine the fire drill procedure. Report to class.

ACTIVITY 8:

All answers "yes"

ACTIVITY 9:

1. Dial nearest emergency facility. Tell them of the possible heart attack. Assist health professionals in locating and transporting victim.
2. Don't slap or hit the customer on the back. Administer Heimlich maneuver.
3. b
4. c
5. a
6. d
7. E
8. E
9. T
10. T

ACTIVITY 10:

1. d
2. c
3. e
4. a
5. b
6. Instructor's satisfaction
7. Instructor's satisfaction

ACTIVITY 11:

1. e
2. b
3. g
4. c
5. d
6. f
7. a

ACTIVITY 12, 13 & 14

Instructor's satisfaction

18. Instructor's satisfaction

19. Apply pressure to stop bleeding. Wash wound with hydrogen peroxide (3%). Bandage as needed.

20. Apply ice for five minutes or until pain subsides. Do not allow area to become numb.

21. Apply ice pack to bruise.

22. Gently wash eye. Do not rub. Patch if needed.

23. Dial nearest emergency facility. Tell them of possible heart attack. Assist health professionals in locating and transporting victim.

24. Don't slap or hit the customer on the back. Administer Heimlich maneuver.

25. Class B - locate foam fire extinguisher, carry to fire, turn upside down, direct stream across burning object.

26. Class A - locate pressurized water fire extinguisher, carry to fire, pull pin, squeeze handle grip, direct stream at base of flame.

27. Class C - (same as Class B)

28. Remain calm. Quickly and efficiently tell everyone to leave. Identify emergency exits and check to see that each person has followed your directions. Then call the fire department. Try to cut off the air supply to the fire while you wait for help.

29. F

30. T

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DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

JOB SKILL: Food Handling Preparation Techniques Which Prevent Food Contamination

*Identify food preparation techniques which prevent food contamination

*Use food storage procedures which prevent food contamination

*Heat leftover foods before serving

*Apply correct procedures for soiled dishes

*Use food serving techniques which prevent food contamination

*Use plastic gloves in serving food if open sores on hands

*Wash raw fruits and vegetables before serving to patients/clients and patrons

*Practice standards of personal hygiene

PERFORMANCE OBJECTIVE:

Given a request to identify food preparation techniques and a food preparation situation, the student will be able to identify food preparation techniques which prevent food contamination as evidenced by completion, with 100% accuracy, of "Food Preparation Technique Case Studies."

MATERIALS NEEDED:

1. Pen and pencil

PRETEST:

DIRECTIONS: Identify how the following food preparation problems could have been avoided.

1. The kitchen in the nursing home prepared 100 pounds of potato salad for an event between patients and families. The salad was prepared the day before, placed in a large tub, and then refrigerated (50°F.). When the salad was placed in the refrigerator, it was still warm so that the middle portion of the salad remained at incubating temperature for several hours. The offending organism was salmonella montevidea and a stool culture of one girl who helped make the salad contained the same organism.

2. Home canned green beans were served at a child development center. Ten children ate the green beans. Eight of the children were hospitalized and two of them died. Tests indicated clostridium botulism as the causative agent.

Identify how you would hold these items if they were being served to a large group at a picnic on the lawn of a local park in one hour. All food must be transported there.

	Item	Techniques
3.	potato salad	
4.	sliced ham	
5.	deviled eggs	
6.	ice cream bars	
7.	tossed salad	

Now identify proper storage techniques (location, temperature, etc.) for each of the following items.

	Item	Techniques
8.	cheese	
9.	raw potatoes	
10.	boiled dressing	
11.	egg salad	
12.	frozen fish fillet	
13.	lettuce	
14.	mayonnaise	
15.	crackers	
16.	flour	
17.	tartar sauce	

DIRECTIONS: Circle the correct answer.

T F 18. Usually food which is spoiled gives off a peculiar odor when it is reheated.

T F 19. Home canned food does not need to be reheated before it is eaten if it was thoroughly heated when it was served the first time.

T F 20. Canned fruits need not be heated before serving if they have been left from a previous meal.

T F 21. Foods containing large amounts of proteins do not need reheating before serving again.

DIRECTIONS: Identify 10 food serving techniques John should follow when serving food at the Happy Resthaven Nursing Home.

22.

a)
b)
c)
d)
e)
f)
g)
h)
i)
j)

23. What is the first thing that you should do when you remove oranges and apples from their boxes from the cold storage area?

24. DIRECTIONS: Answer the following question.

It was almost time for Sam to go to work at the local food service establishment down the street. He didn't realize how late it was, so he didn't ~~have~~ time to shower. As he was getting ready, he realized he was out of deodorant so he used an extra spray of cologne to cover the odor.

Now he was ready for his uniform, when he realized the only uniform he had was the one with catsup spots on the front, but he didn't have time to waste so he wore it anyway.

He finally arrived at work only to realize that he had forgotten his comb and his shoes were scuffed.

1. Help Sam by listing standards of personal hygiene he should have observed.

DIRECTIONS: Read the following information.

Food Preparation Techniques

No single skill is more important for the food service employee than the ability to follow sanitary food preparation practices. The careless food service employee can allow the spread of harmful bacteria causing infectious diseases. This carelessness regarding sanitation can result in customers becoming extremely ill and in some cases death can result.

Cleanliness and an understanding of food preparation techniques is the major weapon in preventing the spread of these harmful bacteria.

Food poisoning is the result of eating food that has been contaminated by harmful bacteria or their toxins. The three main causes of food poisoning are yeast contamination, bacterial growth, and mold.

Regardless of the type of bacteria spoiling the food, they all grow very rapidly under favorable conditions. In one day, one bacterium can multiply into 35,125,000,000,000! Favorable conditions for bacteria growth are warmth and food moisture. Food poisoning can be prevented if these conditions are not present when storing or caring for food.

Certain foods are more likely to cause food poisoning than others. These food items can be termed "potentially hazardous." Potentially hazardous foods are foods that are high in protein such as milk, eggs, meat, poultry, and fish (shellfish included).

Temperature control is an effective weapon against bacterial growth. Bacteria grows very little above 140°F. or below 40°F. Growth is stopped completely at 0°F. and bacteria are destroyed at temperatures of 180°F. or over. Thus, it is the responsibility of the food service employee to keep foods safe and out of the danger zone - 104°F. to 40°F.

Directions: The accompanying chart provides a list of several bacterial infections associated with foods, food preparation, and food service and storage. Anyone associated with the handling of food must have knowledge of these bacteria, their causes, the foods implicated, and the type of preventive action to avoid bacteria growth.

DISEASE	CAUSE
Salmonellosis Infection symptoms: headache followed by vomiting, diarrhea, abdominal cramps, fever. Severe infections cause high fever and may be fatal. Onset in 12-36 hours. Duration 2-7 days.	Salmonella bacteria widespread in nature; live and grow in intestines of humans and animals. Some 800 types cause gastrointestinal illness; one species, SALMONELLA TYPHOSA, causes typhoid fever.
Streptococcal Infection symptoms: scarlet fever, septic sore throat symptoms: tonsilitis, high fever, headache, vomiting, rash.	Streptococcus pyogenes - bacteria mainly transmitted through the air from nose and throat of infected humans.
Perfringens Food Poisoning symptoms: nausea, diarrhea, acute inflammation of stomach and intestines in 8-20 hours. Duration up to 24 hours.	Clostrodium perfringens - spore forming bacteria found generally in soil, dust, intestinal tract of animals; spores withstand most cooking temperatures; surviving cells flourish in absence of air. Natural contaminant of meat.
Staphylococcal Intoxication symptoms: vomiting, diarrhea, cramps. Onset in 3-8 hours. Duration 1-2 days.	Staphylococcus aureus - bacteria commonly present in nose, throat, and skin infections; release toxins highly resistant to heat.
Botulism Intoxication symptoms: vomiting, abdominal pain, headache, double vision, progressive respiratory paralysis. Onset in 2 hours to 6 days. Paralysis may persist for months. High fatality rate - 50-65% in U.S.	Clostridium botulism - bacteria that grow in absence of air, as in sealed containers and form spores with high resistance to heat. Toxins are deadly, but vulnerable to high temperatures. Found in soil, water, and animal intestines.

FOODS IMPLICATED	PREVENTIVE ACTION
Meat and poultry, especially fine-cut components; egg products, puddings, shellfish, soups, gravies, sauces. Warmed-over food.	Strict personal hygiene. Avoid fecal contamination from unclean foodhandlers and unsafe operating practices. Eliminate rodents and flies.
Milk, ice cream, eggs, steamed lobster, potato salad, egg salad, custard, pudding.	Pasteurized dairy products. Rapid chilling, thorough cooking. Exclude foodhandlers with known strep infections.
Raw meat, raw vegetables; partly cooked meat, slowly cooked and served later, or served after moderate reheating.	Careful time-temperature control; quick-chill cooked meat dishes to be eaten later, isolate raw components that may cross-contaminate cooked menu items.
Moist, much handled, high protein food left at bacteria-incubating temperatures; milk-egg custards, meat pie, turkey stuffing, chicken, tuna, potato salads, gravies, sauces. Warmed-over food.	Store these foods at or below 40 degrees F. Exclude foodhandlers with respiratory illness, pimples, infected cuts, burns. Avoid hand contact with food. Reheat left-overs through and through to 165 degrees F or above.
Improperly canned or refrigerated low-acid foods: green beans, corn, beets, spinach, figs, olives, tuna. Smoked fish, fermented foods.	Pressure cook foods at high temperature in canning. Boil and stir home-canned foods for 20 minutes before serving. Keep foods refrigerated. In salt-curing food, use plenty of salt. Discard food in swollen cans.

Activity 1:

Directions: Identify the proper food preparation techniques that each of the following food service employees should have used.

1. Beth had a terrible cold and was coughing and sneezing while cutting the roast beef for sandwiches.

2. Joe's job was to break down and portion 20 chickens into quarters, but while he was doing that, another employee needed to use his knife to trim some parsley for garnish.

3. The manager told an employee to taste the clam chowder. The employee tasted the clam chowder with the same spoon that is used to stir.

4. Henry's job was to mix the 50 pounds of ground beef for the meat loaf. Since Henry was a little behind schedule, he decided to use his hands to save time.

5. The food service class was going to prepare turkey the next day in class. The instructor took the bird out the night before and left it on the work table/counter to be sure it would thaw out.

6. The spaghetti sauce was cooked and ready for tomorrow's lunch. The students decided to let it cool down before putting it in the refrigerator to save energy.

DIRECTIONS: Read and study for use with Activities.

Storing Food

Proper food storage helps prevent food spoilage and assures supplies will be on hand for each station. Food should be grouped in an orderly manner such as all canned fruits together on the storeroom shelf; all cheeses wrapped and labeled in the refrigerator. A first principle of storage is "first in, first out" (FIFO). New stock should be placed on the back of shelves to allow older stock to move to the front of the shelf for use.

Generally there are three kinds of storage - refrigerator, freezer, and dry (storeroom).

Refrigerator Storage

All perishable foods, such as milk, cheese, eggs, and most fresh fruits and vegetables, must be kept refrigerated at temperatures slightly above freezing to retain freshness and flavor. Bacteria and other microorganisms which cause food to spoil grow very slowly at temperatures between 35°F. to 38°F.

Freezer Storage

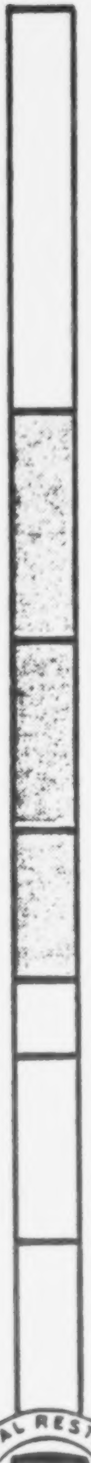
Meat, fish, poultry, and frozen vegetables all keep well at 0°F. Ice cream is an exception since it is easier to serve if kept at 15°F. to 20°F. Leftovers, not planned for immediate use, should be frozen. Freezer temperatures of 0°F. stop growth of microorganisms.

Foods dry out very quickly in both refrigerator and freezer storage unless proper techniques are followed. All foods placed in the refrigerator must be covered and all freezer foods must have an airtight wrapping. Freezer burn can damage foods which are not wrapped in airtight coverings.

Dry Storage

Dry storage facilities should create a 50°F. environment for vegetables, such as potatoes, onions, squash, and turnips. Other food items such as crackers and potato chips need warmer temperatures - about 65°F. Foods should be held in tightly covered containers - always above the floor. Open slatted shelves will allow an even flow of air around the foods.

TEMPERATURES FOR FOOD SAFENESS



TABLEWARE AND UTENSIL SANITATION

- 195° Maximum temperature for mechanical rinse
- 180° Mechanical rinse at nozzle
- 170° Minimum rinse temperature at dish (mechanical or dip rinse)
- 150° Temperature for mechanical dishwashing
- 130°–120° Water temperature for hand dishwashing
- 110°–100° Temperature for scraping dishes

FOOD HANDLING AND STORAGE

(TEMPERATURE OF FOOD)

- 165° Food cooked to this temperature - most harmful bacteria killed
- 150° Minimum safe temperature of cooked food to kill bacteria
- 140° Store or display hot cooked foods above this temperature (after cooking)
- Rapid Bacterial Growth
- 100°–70° Normal Room Temp.
- 45°–34° Cold or chill food storage (slow bacterial growth)
- 0°, -5°, -10° Frozen food storage (not for freezing food)

140°–34°: **DANGER ZONE FOR FOOD SAFENESS** (Handling and Storage)

Prepared by the
NRA Public Health and
Safety Committee

NATIONAL RESTAURANT ASSOCIATION

DIRECTIONS: Read and study for use with the Activities.

Food Holding Techniques

Once food has been prepared, it is necessary to store and hold it properly so that food contamination does not happen. Food service workers should be careful of food that is transported away from refrigerators or freezers. Any time that protein food that is to be kept cold must be transported or stand on a table without restaurant equipment to use, then ice must be taken so the food can be left in ice until time for serving and while it is being served. Any food which contains some protein food (such as the eggs in potato salad) must be treated the same way.

If food needs to be kept frozen, such as ice cream, then special insulated containers must be obtained so the frozen food will not melt and spoil. Usually dry ice is used in the containers to keep it cold enough to prevent melting.

Many group functions have been ruined by having individuals become ill after picnics and other group functions because the food was not properly cared for during the serving. Even a more hazardous situation is to leave the food out after the group has been served, and cold food becomes warm and the hot food becomes cold with the bacteria multiplying rapidly. Chances must not be taken but instead, insulated containers appropriate for hot foods must be used, and then the food must be refrigerated after serving.

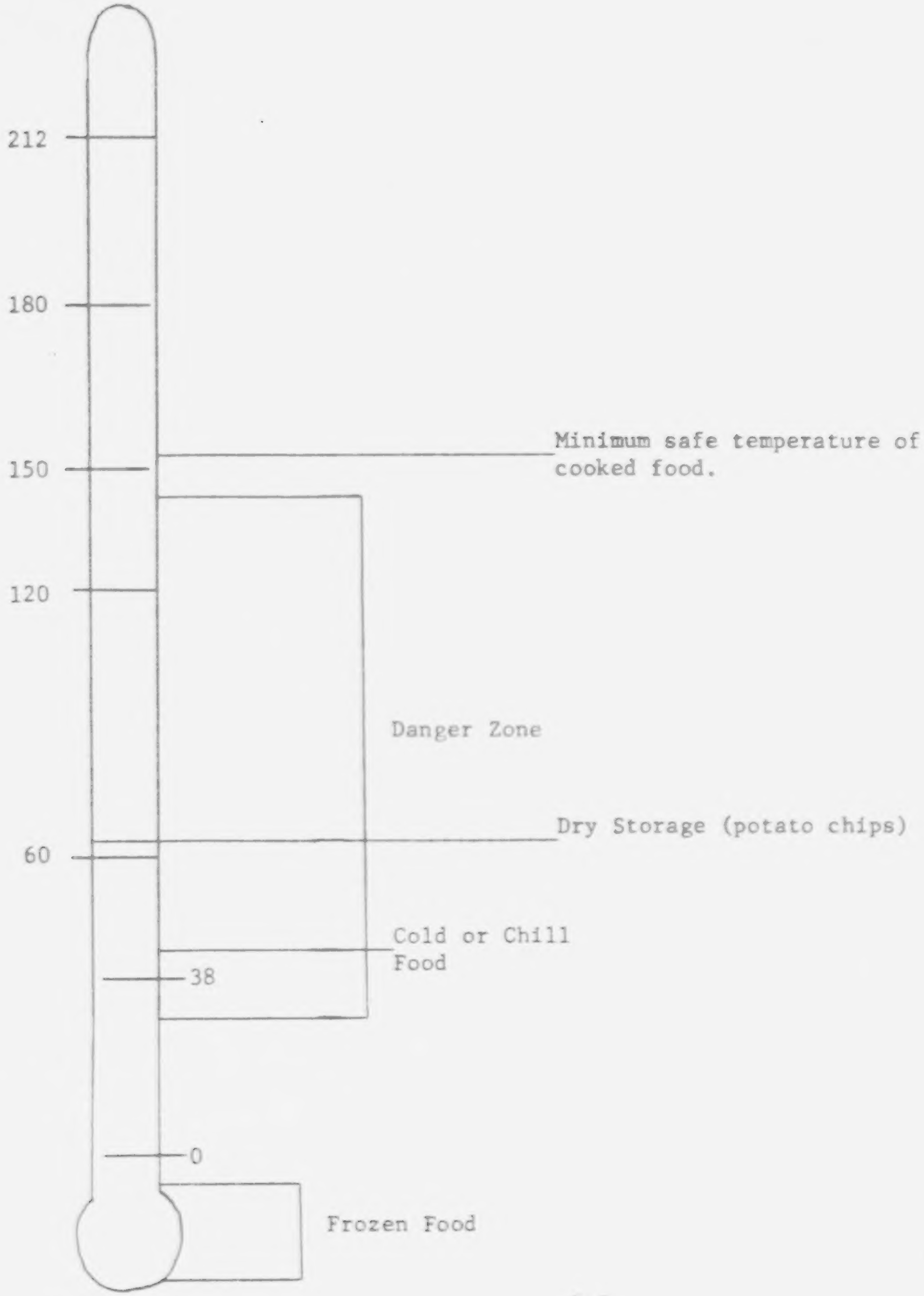
In food service facilities, hot and cold food items may be held on a serving line for extended periods of time. It is extremely important to avoid holding these food items in the danger zone of 140°F - 40°F. since this is the range bacteria can quickly multiply. Therefore, the internal temperature of hot foods must be held over 140°F. while that for cold foods must be held under 40°F.

ACTIVITY 2:

Look at the list of foods below and indicate what type of holding technique should be used with them (see temperature chart):

1. fried chicken
2. macaroni salad
3. custard pie
4. whole apples and oranges
5. green beans

Activity 2:


212
180
150
120
60
38
0
Minimum safe temperature of cooked food.
Danger Zone
Dry Storage (potato chips)
Cold or Chill Food
Frozen Food

ACTIVITY 3:

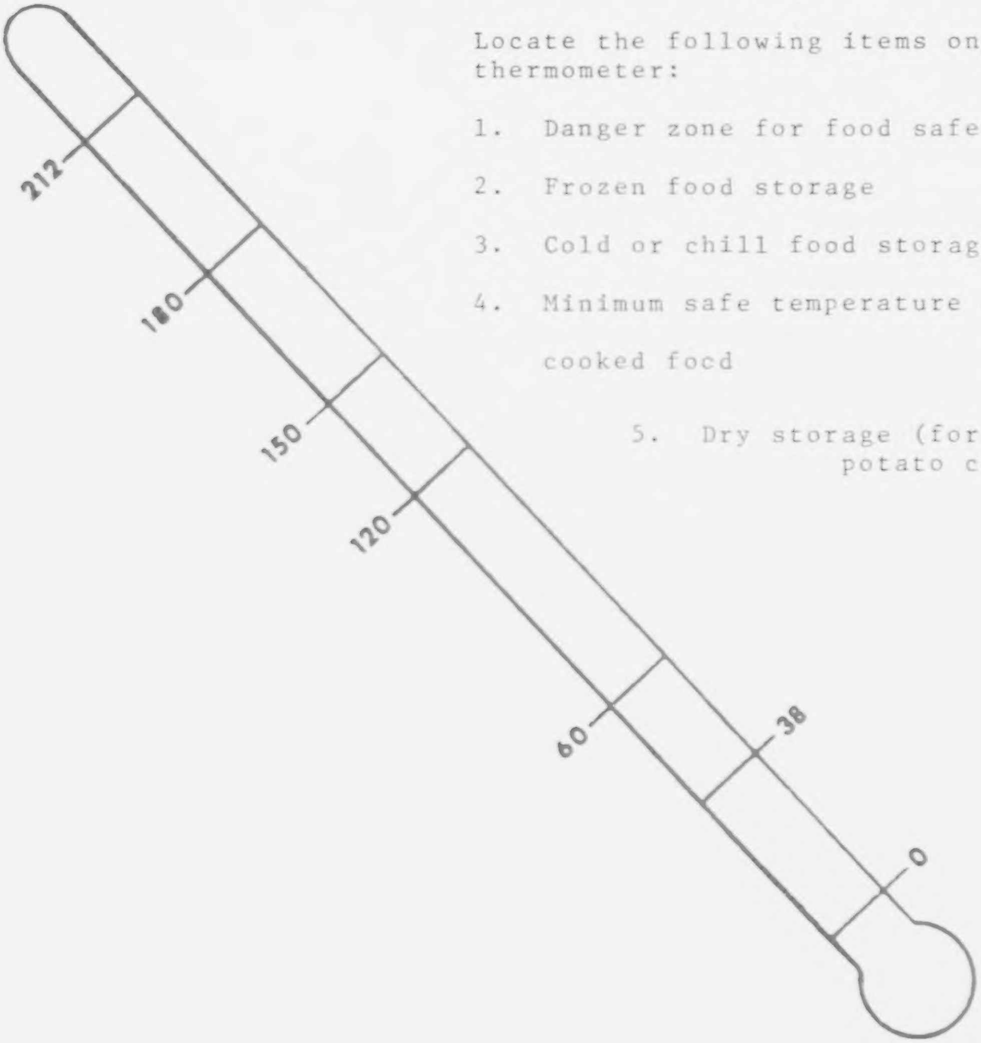
DIRECTIONS: Answer the following question.

1. Jim went to the storeroom to get some green beans. He noticed a can that looked pretty old, because it was leaking and rusted on the top. He decided he'd better use it up before it made a bigger mess.

Identify the food storage techniques Jim should follow to prevent food contamination.

ACTIVITY 4:

DIRECTIONS: Answer the following question.



Locate the following items on the thermometer:

1. Danger zone for food safeness
2. Frozen food storage
3. Cold or chill food storage
4. Minimum safe temperature of cooked food
5. Dry storage (for potato chips)

DIRECTIONS: Read and study this information before you do the Activity.

Sometimes after a meal not all the food has been served because more was cooked than was needed by the patients/ clients. Sometimes the food would really taste about as good cold as it does warm. We may think that it is not necessary to heat leftovers. However, when the food is largely protein-based, it is well to reheat it for the following reasons:

1. The food may have become contaminated in storage and the heating will reduce the bacteria introduced into the food.
2. Food may not have been held properly so have bacteria in high amounts in food. Usually in reheating the food, it will bubble and show fermentation which indicates that food is not fit for human consumption.
3. Food may not have been stored at the correct temperature and bacteria may have multiplied rapidly. Again when it is reheated, the bubbling will indicate that the food is unfit for consumption.

INFORMATION (continued)

Not all leftover foods need to be reheated if they have never been heated when they were first served. For example, canned fruits just need to be properly stored in containers which keep the air from them and they are ready for serving again.

Frozen foods cannot be refrozen once they have thawed so if frozen foods thaw, you must cook them. Then they need to be reheated when you serve them.

Leftovers must be heated through and through to 165 degrees F. or above.

If such products as potato salad are leftover and to be served again, they must be kept thoroughly chilled and refrigerated without standing outside. Even while being served they should be surrounded by ice to keep them from causing food poisoning at a later time when they are served.

ACTIVITY 5:

Indicate from the list below which of the foods must be reheated before they are served again. All the foods listed before have been carefully held and kept at the proper storage temperature. Put "R" by those that need reheating and "S" meaning served without reheating. List your reason for suggesting what you did.

1. Chili______________________________________
2. Stew_______________________________________
3. Turkey dressing______________________________
4. Sliced pineapple_____________________________
5. Sliced ham that has set out for 15 minutes without ice__________________________________
6. Apple salad__________________________________

ACTIVITY 6:

DIRECTIONS: Identify food handling temperatures (during the service period) for the following hot and cold food items.

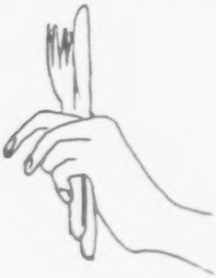
1. poached fish fillet
2. gravy
3. mashed potatoes
4. tuna fish
5. white sauce

Food Serving Techniques

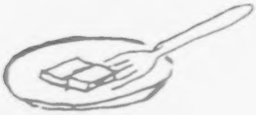
It is the responsibility of each food service employee to follow correct food serving techniques. Some of the proper techniques follow.

Food Serving Techniques

It is the responsibility of each food service employee to follow correct food serving techniques. Some of the techniques are listed.

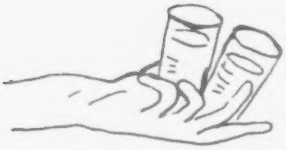


1. Hold dinnerware by handles only.

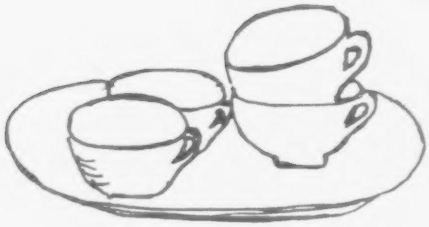


2. Pick up margarine pats with forks, do not leave your fingerprints.

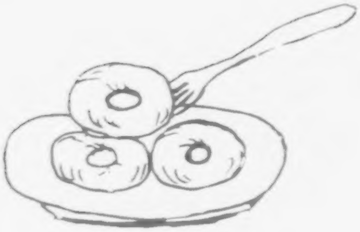
3. Hold glasses by the base or stem, not by the rim.



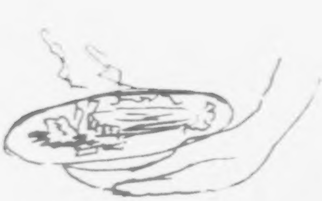
4. To avoid contamination, do not stack cups.



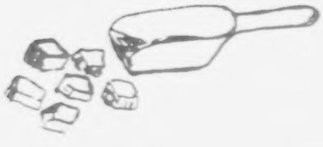
5. Handle rolls and pastries with a fork, tongs, or a piece of clean waxed paper, not with your hands.



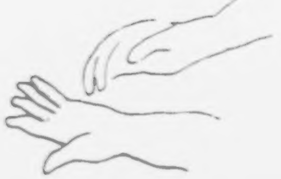
6. Place hands under plates of food keeping your hands and fingers away from food.

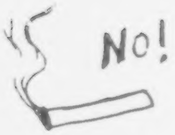


7. Pick up ice in a scoop, not with your hands.

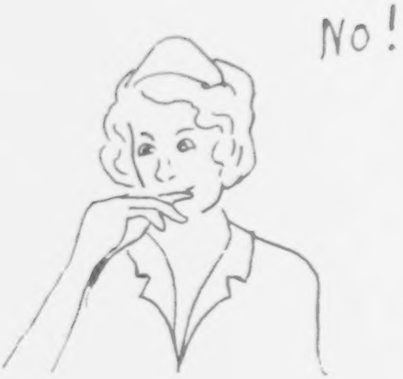


8. Wash your hands and nails frequently, especially after visiting the lavatory.





9. Do not smoke in food preparation areas.



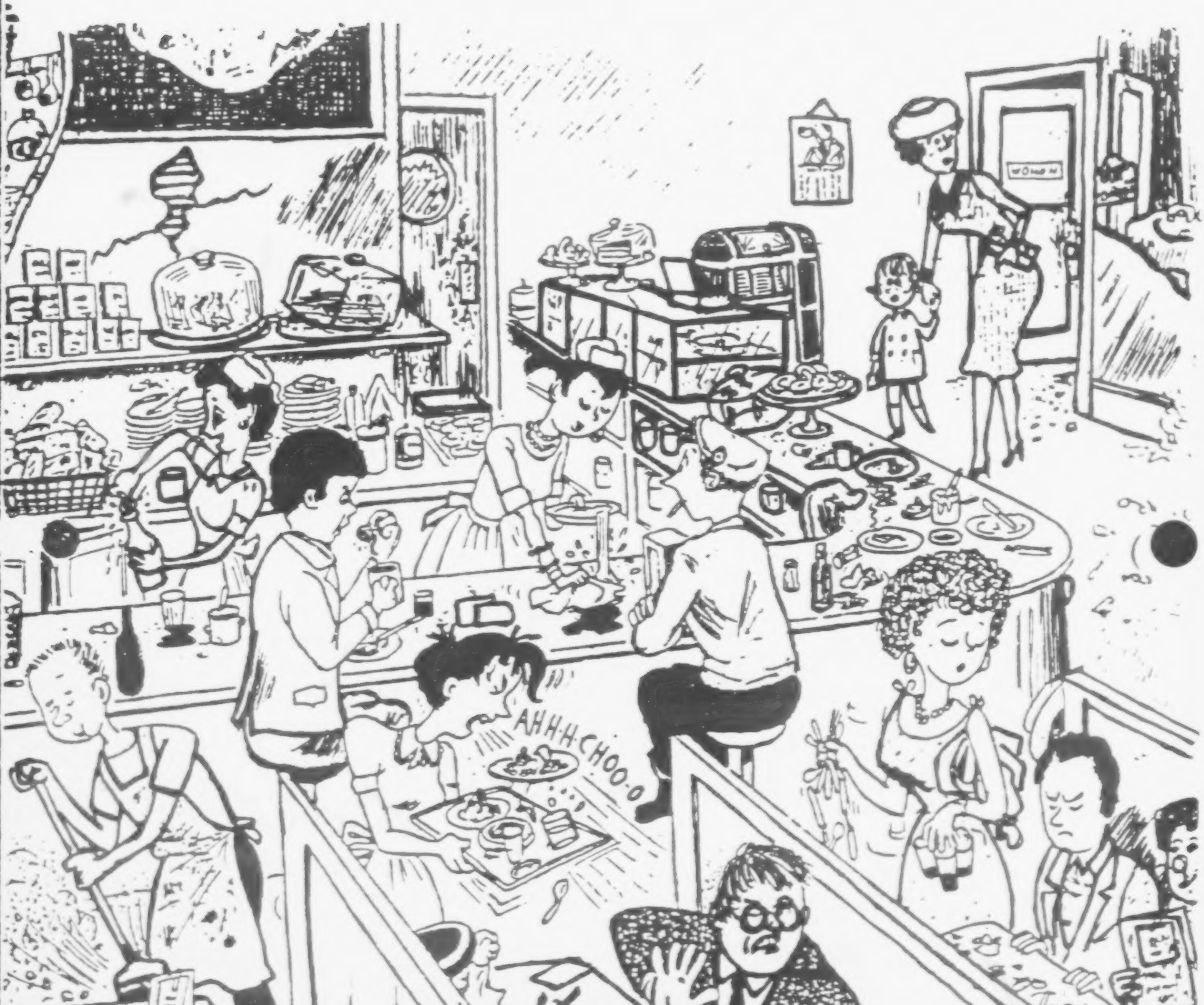
10. Keep your hand away from your face and hair.

Activity 7:

Directions: Answer the following questions.

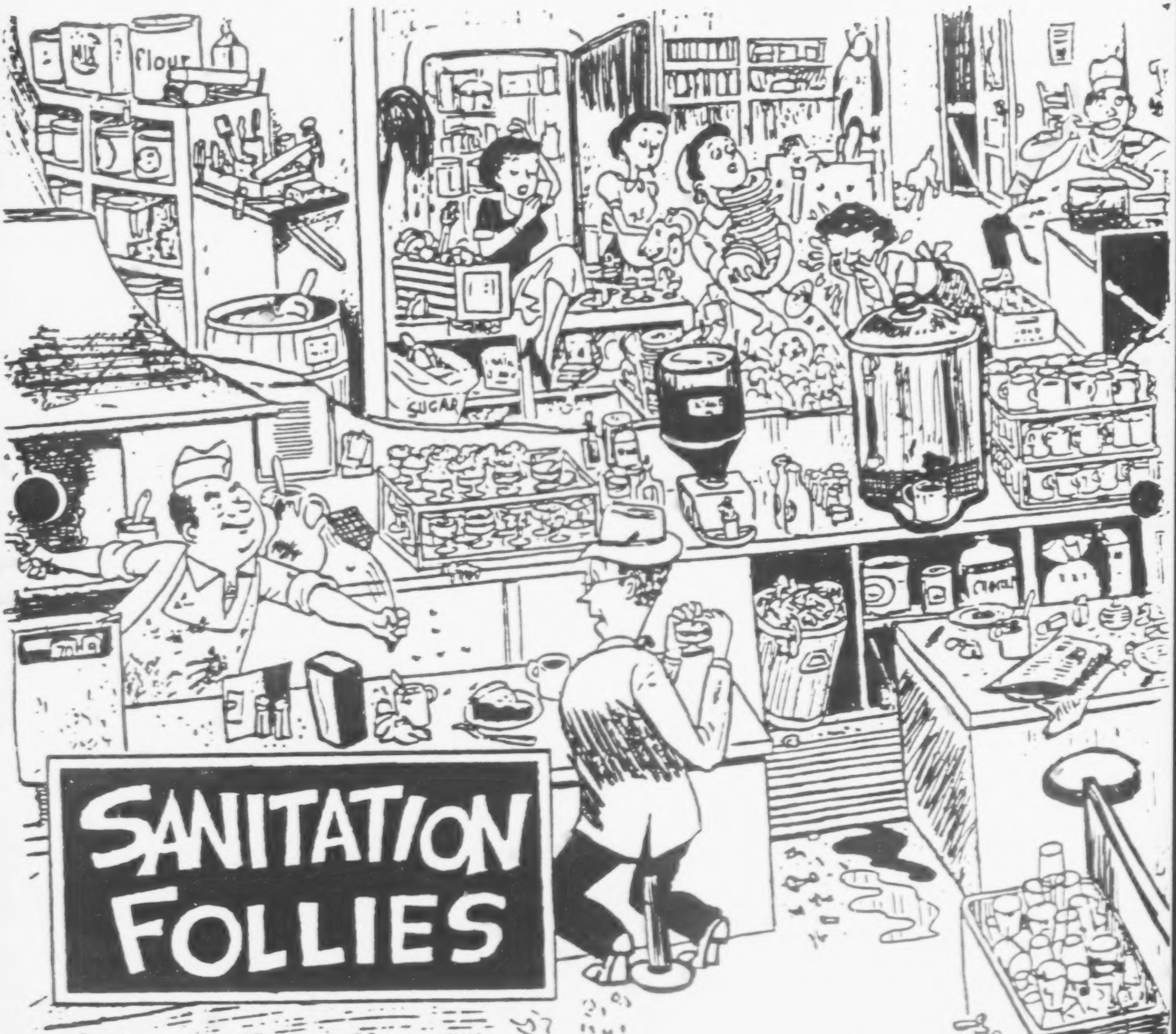
1. Examine "Sanitation Follies." List at least 10 serving techniques which may cause food contamination.

   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.
   i.
   j.


WOMEN
AHH-H-CHOO-O

Copyright 1971 by The Single Service Institute, Inc

Source: Arizona Department
Health Services


MIX
flour
SUGAR
SANITATION FOLLIES

DIRECTIONS: Read and study to use with the Activity.

It is very important to wash fresh fruits and vegetables before they are served because many of them have insecticides on them from being in the field. Also, what bacteria they have on them can contaminate any other food that comes in contact with them.

Also, fruit that is brought in from a foreign country may come from a field fertilized with animal or human feces so contains many contaminants. In some instances, it may be desirable to use a mild solution of chlorine bleach in the water to make sure the fresh fruits and vegetables are thoroughly sanitized. This mild chlorine bleach is especially desirable to use with compact vegetables such as head lettuce and broccoli. Small insects are sometimes in both fruits and vegetables so the mild chlorine bleach and thorough washing with water can remove both dirt, insects, and insecticides.

After washing the fruits and vegetables, they must be thoroughly dried when possible. If they cannot be thoroughly dried such as head lettuce, let them drain for a while and then pat them dry with paper toweling or a dry teatowel.

ACTIVITY 8:

Take at least five fresh fruits and vegetables and demonstrate to your instructor or a student aide how to thoroughly wash fruits and vegetables. Indicate which of the vegetables you would wash with a mild chlorine bleach solution.

INFORMATION

DIRECTIONS: Read the following information.

Personal Hygiene

The employee has the responsibility to keep himself/herself and his/her work station clean, as well as to follow the standard rules of everyday personal hygiene.

ACTIVITY 9:

DIRECTIONS: Check your standards of personal hygiene by completing this checklist.

Personal Hygiene Checklist

	Yes	No
1. Are you in good health? A healthy person feels energetic, sleeps well, and performs work without undue fatigue.	___	___

ACTIVITY 9 (continued)

		Yes	No
2.	Do you practice personal cleanliness by: taking a bath or shower daily?	___	___
	By using a deodorant?	___	___
	Washing your hair at least once a week and keeping it neat?	___	___
	Keeping nails clean, neat, and well-trimmed (no nail polish)?	___	___
	Wearing clean undergarments daily?	___	___
3.	Are you dressed for work? Hair brushed and combed?	___	___
	Wearing a hairnet? (women or men with long hair)	___	___
	Wearing a cap? (men)	___	___
	With clean, comfortable shoes (no slippers)	___	___
	In a clean uniform?	___	___
	With clean hands and fingernails?	___	___
4.	Do you scratch your head or other parts of your body?	___	___
	Do you arrange your hair?	___	___
	Do you stroke your mustache?	___	___
	Do you pick your pimples?	___	___

ACTIVITY 9 (continued)

		Yes	No
5.	Do you wash your hands if you accidentally do any of the things in No. 4?	___	___
6.	Do you wash your hands frequently and every time after you perform any of the following activities?	___	___
	Visit the toilet?	___	___
	Cough or sneeze into your hands or handkerchief?	___	___
	Smoke? (The saliva from the butt of the cigarette or cigar will contaminate the hands.)	___	___
	Handle boxes, crates, packages, and other soiled articles?	___	___
	Handle raw meat, poultry, shelled eggs, fish, or shellfish?	___	___
	Handle garbage?	___	___
	Handle money?	___	___
	Handle anything soiled?	___	___
7.	Do you lick food from your fingers?	___	___

ACTIVITY 10

DIRECTIONS: Answer the following questions.

Identify personal hygiene standards each of the following employees should follow.

1. Jean was late for work. She put her hair under the net just as she reached the fryer to begin her work.

2. During her lunch break, Jennifer had to use the restroom. When she found there was no towel, she used her apron instead.

3. It was Fred's turn to check the temperature of the food on the hot table. He stuck his finger in the center of the soup and it was hot.

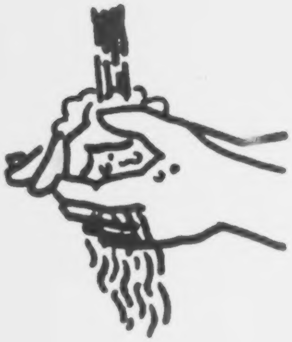
4. Pete had a nasty cut on his hand, but told his boss he'd cover it with a bandage before he began serving potato chips in the cafeteria line.

5. Bill had a ten minute break before the next rush came through the cafeteria line, so he decided to have a quick cigarette.

6. Chris had a pimple on her chin. She decided to pop it before serving water to her customer.

DIRECTIONS: Read the following information.

Hand washing



One of the most effective ways to curb the spread of bacteria is frequent, thorough hand washing. A food service employee is constantly in contact with food and utensils which hold food that will eventually be eaten by others. Hands must be washed before starting work and after using the toilet or at any other time when hands become soiled or contaminated.

ACTIVITY 11:

DIRECTIONS: Perform the following skill activity.

1. Wash your hands. Ask your instructor to check your skills.

POST-TEST:

DIRECTIONS: Identify how the following food preparation problems could have been avoided.

Food Preparation Technique Case Studies

1. A local restaurant served canned hams at an employee banquet. One hundred people became ill following the banquet. All of the hams were opened two days before the banquet. The first batch was brushed with mustard and brown sugar and placed in the refrigerator. This batch was then cooked, sliced, and refrigerated again. The second batch was cooked and allowed to cool at room temperature overnight. Batch two hams were sliced and held at room temperature until three hours before serving. They were then warmed. The slicer was cleaned once a week. Nasal, nail and stool cultures of two food handlers were positive for coagulase staphylococci.

2. A local church served box lunches. The ham sandwiches and other contents were not refrigerated in the 18-hour period before preparation and service. The staph count was high.

DIRECTIONS: Answer the following questions.

Food Storage Sheet

	Item	Technique (include location temperature, and other special precautions
3.	cheese	
4.	raw potatoes	
5.	boiled dressing	
6.	egg salad	
7.	frozen fish fillet	
8.	lettuce	
9.	mayonnaise	
10.	crackers	
11.	flour	
12.	tartar sauce	

13. Identify food serving techniques that Sarah should have followed.

A table of four had arrived at Sarah's table in the health care center. Since this was her first table, she wanted to be sure she did everything correctly. The first thing she was supposed to do was bring out water. Grabbing the glasses, she scooped the crushed ice into the glasses with her hand, filled them with water and served them to her customers holding them by the rim.

After taking the order, Sarah had to bring out the salads. As she was reaching into the refrigerator to get the salads, she broke off one of her brightly polished fingernails; however, she didn't have time to file it down, so she chewed it off the best she could. Now, she was getting out the salads. Keeping her cool, she served the salads with no problem, but one of her customers dropped his salad fork on the floor. So, because she was already late, she wiped it off on her uniform and handed the fork to the customer, holding it by the tines so the customer could grab the handle and proceed to eat.

Now it was time to bring out the main course. As Sarah was bringing out the main course, she had to sneeze, but it came suddenly and sprayed all over the food. Also, she had some hair that would not stay out of her eyes, but by pushing it back one more time, that was taken care of. Now, one of her customers needed some butter, so she handed him three pats upon his request.

Finally, she could relax until they finished eating.

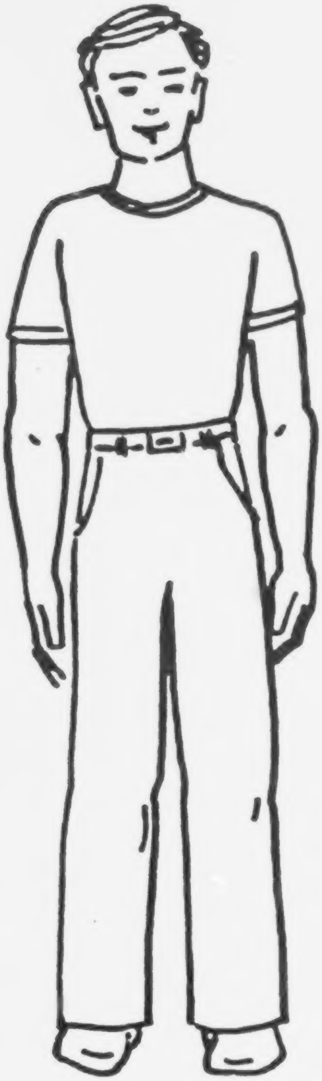
Personal Hygiene Sheet

14. Identify six standards of personal hygiene for this food service employee.

1.____________________

2.____________________

3.____________________



4.____________________

5.____________________

6.____________________

PRETEST: KEY

1. Follow strict personal hygiene. Avoid fecal contamination from unclean food service employees. Cool in shallow pans.

2. Do not serve home canned foods in a commercial establishment. When canning foods, pressure cook at high temperature.

3, 4, and 5. Must be packed in airtight containers and then surrounded by ice.

6. Must be packed in insulated container containing dry ice.

7. Must be packed in container with lid on it and surrounded by ice. Dressing must be added just as it is being served.

8. 35^{o}-40^{o}, refrigerator, tightly wrapped to prevent drying.

9. 60^{o}, dry storage, no exposure to moisture.

10. 35^{o}-40^{o}, refrigerator, tightly sealed jar.

11. 35^{o}-40^{o}, refrigerator,in covered container.

12. 0^{o}-10^{o}, freezer, tightly wrapped to prevent damage from air and moisture.

13. 35^{o}-40^{o}, refrigerator, sealed in plastic bags.

14. 35^{o}-40^{o}, refrigerator, tightly sealed jar.

15. 65^{o}, dry storage, sealed container to insure

freshness/crispness.

16. 35^{o}-40^{o}, refrigerator, tightly sealed jar.

DIRECTIONS: Circle the correct answer.

T F 18. Usually food which is spoiled gives off a peculiar odor when it is reheated.

T F 19. Home canned food does not need to be reheated before it is eaten if it was thoroughly heated when it was served the first time.

T F 20. Canned fruits need not be heated before serving if they have been left from a previous meal.

T F 21. Foods containing large amounts of protein do not need reheating before serving again.

22. a) Grip cups by handles
    b) Pick up margarine pats with forks
    c) Hold glasses by the base or stem
    d) Don't stack cups
    e) Handle rolls with fork, tongs, or waxed paper
    f) Carry plates underneath
    g) Pick up ice with a scoop
    h) Wash hands
    i) Don't smoke
    j) Keep hands away from face and hair

PRETEST KEY (continued)

23. Thoroughly wash all fruits and vegetables

24. Shower daily

    Use deodorant

    Use colognes moderately

    Clean uniform

    Well-groomed

    Polished shoes

ACTIVITY 1:

1. Exclude ill food service employees. Do not cough and sneeze on food. Wash hands if contaminated.

2. Isolate raw components that may cross contaminate cooked menu items.

3. Use tasting spoon.

4. Avoid hand contact with food.

5. Thaw under refrigeration.

6. Place in shallow pans and refrigerate immediately.

ACTIVITY 2:

See Temperature Chart with Activity 2.

ACTIVITY 3:

1. Jim must follow stock rotation procedures. Never use bulged or damaged canned goods. If in doubt-don't use.

ACTIVITY 4, 5:

Instructor's satisfaction.

ACTIVITY 6:

1. 140°-155°F.
2. 140°-155°F.
3. 140°-155°F.
4. 35°-40° F.
5. 140°-155°F.

ACTIVITY 7: Sanitation Follies

1. Dirty floor with spills
2. Cook swatting fly over customer's pie
3. Foreign object in food
4. Lids not tightly shut on pastry items
5. Sweeping in area where food is served
6. Waitress sneezing on food
7. Dishes not cleared on counter
8. Waitress putting finger in milk bottle
9. Garbage can overflowing on floor
10. Waitress handling silver and glassware on surfaces used by customers
11. Glassware not all stored with open end down

ACTIVITY 8:

Instructor's satisfaction.

ACTIVITY 9:

Instructor's satisfaction.

ACTIVITY 10:

1. Wash hands before beginning work
2. Use paper towels to dry hands
3. Always use a tasting spoon
4. Open sores carry bacteria - never serve foods with cuts and sores
5. Smoke in proper area - always wash hands after smoking
6. Wash hands

ACTIVITY 11:

Instructor's satisfaction.

Hand Washing Checklist

		Yes	No
a.	Wet hands	____	____
b.	Apply soap under nails	____	____
c.	Apply soap between finger joints	____	____
d.	Wash by using rotating motion	____	____
e.	Rub hands together	____	____
f.	Wash 2" - 3" above wrist	____	____
g.	Wash up to elbow	____	____
h.	Use interdigital motion	____	____

ACTIVITY 11 (continued)

	Yes	No
i. Wash palm of hand for minimum of 30 seconds	___	___
j. Rinse well	___	___
k. Dry well	___	___

POST-TEST: KEY

1. Heat foods above 180°F. Do not cross contaminate. Keep foods refrigerated until ready to serve. Exclude ill food service employees.
2. Keep foods refrigerated until ready to serve.
3. 35°-40°, refrigerator, tightly wrapped to prevent drying
4. 60°, dry storage, no exposure to moisture
5. 35°-40°, refrigerator, tightly sealed jar
6. 35°-40°, refrigerator, covered container
7. 0° -10°, freezer, tightly wrapped to prevent damage from air and moisture
8. 35°-40°, refrigerator, sealed in plastic bags
9. 35°-40°, refrigerator, tightly sealed jar
10. 65°, dry storage, sealed container to insure freshness/crispness
11. 65°-70°, dry storage, covered container, cool, dry location
12. 35°-40°, refrigerator, tightly sealed jar
13. Pick up ice in a scoop

    Handle glasses by the base

    Don't wear nailpolish

    Wash hands after placing fingers in mouth

    Never use silverware from the floor

    Grip silverware by handles only

    Don't sneeze over food

Keep hands away from face and hair

Pick up margarine with fork

14. 1. Good general health - rested, free from illness
    2. Well-groomed - clean hair and nails
    3. Clean-shaven - pleasant body odor
    4. Proper uniform - clean
    5. Polished shoes, cap worn
    6. Washed hands

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DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

JOB SKILL: Clean and Sanitize Work and Storage Areas

*Sanitize can opener regularly

*Sanitize plastic cutting board

*Sanitize counter tops and food storage areas with disinfectant

*Put away unneeded supplies

*Clean and sanitize glassware, dinnerware, flatware and silver pieces

*Clean and sanitize condiment dispensers

*Clean and sanitize preparation, cooking and serving utensils

*Clean and sanitize beverage dispensers

*Clean and sanitize soft-service machines

*Use pesticides in empty storage areas so food is not contaminated

PERFORMANCE OBJECTIVE:

Given soiled work and storage areas, student will be able to clean and sanitize worktables, storage cabinets, refrigerator, and freezer as evidenced by completion of "Worktables, Storage Cabinets, Refrigerator and Freezer Checklist."

MATERIALS NEEDED

1. Pen or pencil
2. Detergent
3. Chlorine
4. Iodine
5. Sponges
6. Brushes
7. Soiled condiment dispenser, preparation, cooking and serving utensils, beverage dispenser, ice machine, and soft-service machine.
8. Sanitizing solution
9. Appropriate pesticide

DIRECTIONS: Perform the following skill activity:

1. Clean and sanitize can opener, plastic cutting board, worktables, storage cabinets, refrigerator and freezer. Your instructor will check your skills.
2. Clean and sanitize soiled dinnerware, flatware, and glassware using the dish machine. Ask your instructor to check your skills.
3. Clean and sanitize condiment dispensers, and preparation, cooking and serving utensils.
4. Clean and sanitize the beverage dispenser, ice machine and soft-service machine.
5. After consulting with supervisor on what pesticide to use, spray an empty cupboard with pesticide. Your instructor will check your skills.

DIRECTIONS: Read and study for use with the Activities.

Can Opener

Because cans may be contaminated with dirt, bacteria from insects, and pesticides of food, they need to be cleaned almost daily. If they come apart, the parts should be washed in hot soapy water. The parts should then be put into a sanitizing agent such as chlorine, iodine or hot water (180° F.). If they do not come apart, a cloth with hot soapy water should be used, and then it should be sanitized with the solution being poured over it.

Plastic Cutting Board

In most food service establishments, wooden boards have been replaced by plastic ones because wooden ones cannot be properly sanitized. Again, they should be cleaned with hot soapy water, and then a sanitizing solution used on them. They may be left to air dry or be wiped off with a sanitized cloth.

Work and Storage Areas

Work and storage areas must be both cleaned and sanitized. Cleaning removes surface dirt while sanitizing destroys harmful bacteria. Hot water, detergent, and friction will clean work and storage areas; chlorine, iodine, or hot water (180° F.) will sanitize.

Use of wire brushes, steel wool, and coarse abrasives should be avoided because they can be harmful to the surface being cleaned. Use the cleaning tools and procedures outlined in the cleaning schedule provided by your supervisor. Common cleaning tools are natural fiber brushes, sponges, and metal scrapers.

General cleaning is broken down into four parts:

1. Pre-flushing or scraping
2. Possible soaking
3. Use of washing solution
4. Use of detergent

Worktables

The work counters or tables must be kept clean and sanitary. To avoid contamination, place packages or other containers on a cart rather than directly on the worktable which must be kept sanitary for food. The cleanliness of the table is as important as the sanitation of any utensil or dish used for food. Thoroughly wash, rinse, and dry worktables after each use. As with other storage areas, tables should be regularly cleaned, and any spillage or droppings of food particles should be wiped up immediately.

Daily cleaning of work counters including the counter edges and legs or sides will keep grime from building up. Food will be kept safe and the cleaning task will be easier to complete.

Storage Cabinets

At least every other day dry storage areas should be dusted and stock rotated and straightened. At least once a week, shelves and floors in the dry storage areas should be scrubbed with a sanitizing agent such as bleach.

Refrigerator and Freezer

Spills should be wiped up immediately. The interior of the refrigerator can be cleaned with warm water and baking soda. The use of abrasives and soaps that have an odor should be avoided. All spoiled items should be removed. Check to see that all items are covered to insure freshness. The exterior of the refrigerator should be washed with a mild soap and warm water and wiped dry with a soft cloth. Shelving in reach-in refrigerators may be put through the dish machine.

Freezer cleaning should be scheduled when the stock is low. The interior and exterior should be thoroughly scrubbed. All removable parts should be washed, rinsed, sanitized, and then returned to their proper place.

Although all phases of sanitation in a food service establishment are important, one of the most obvious in breaking the chain of infection and disease is the proper cleaning and sanitizing of dinnerware, flatware, and glassware. Clearly, sanitizing can't kill all organisms but it can destroy harmful ones.

As soiled dishes enter the dish room, like items should be grouped together, dinnerware in one area, flatware in another area, etc. The least soiled items such as dinnerware, flatware, and glassware should be washed together. Next, heavily soiled items such as cooking and baking utensils, preparation utensils, and condiment dispensers should be washed.

Scrape dishes by placing non-food items in the garbage can and rinsing food remains down the garbage disposal. Check to see that dishes are reasonably clean. Soak flatware for 15-20 minutes to loosen food particles.

Next, load racks. Space dishes so they will not overlap with each other and load dishes of the same size together. Place dinnerware on edge; turn cups, bowls, and glassware down. Evenly spread flatware on an open rack.

Check to see that the dish machine is ready for operation. Place wash arms and curtains in the machine. Tightly close drain valves and open the fill valve. Turn on dish machine motor and electronic equipment. Check to see that the heat for the tanks is on. Add detergent and drying agent to reservoirs.

Water temperatures above 180° F. will sanitize dinnerware, flatware, and glassware. Thus, the final rinse water must be between 180°-195° F. Similarly, prewash temperatures should be 100°-120° F; wash temperatures 155°-170° F; and rinse temperatures 165°-180° F.

Flatware must be washed twice. First on the open racks. Then, in the flatware baskets with handles down. After all dinnerware, flatware, and glassware has air dried, transfer flatware to another basket so it will be stored handles up. Flatware can be easily contaminated if handled by the eating end. An easy way to transfer flatware is to hold the full basket with the opening against the opening of an empty basket. Simply turn the full basket upside down. All the flatware will easily slip into the second basket.

Storage

Storage procedures for dinnerware, flatware, and glassware should insure that these items will not be contaminated. They should be stored in proper storage space with closed doors.

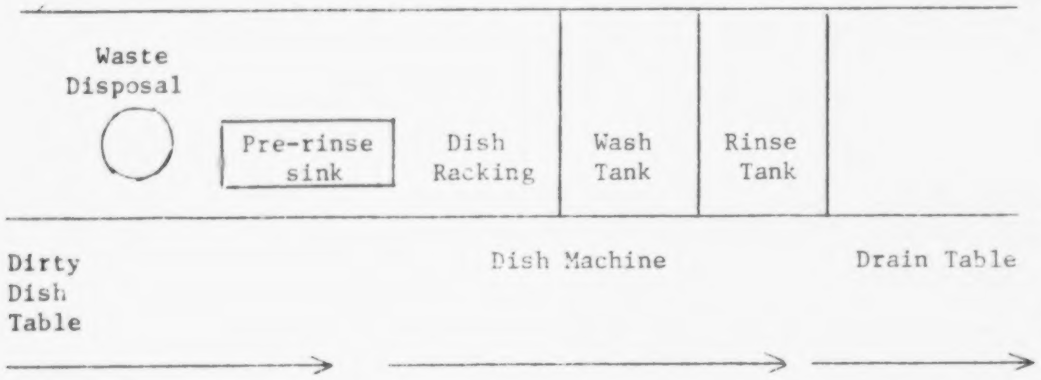
Cleaning Dish Machine

The dish machine is cleaned daily (or after each meal) and weekly. Follow these steps for daily cleaning:

1. Pull scrap trays and clean them with a gong brush.

2. Run trays and curtains through the dish machine.
3. Scrub down dish tables; rinse; and squeeze.
4. Scrub tanks with gong brush while the machine is draining.
5. Hose down the inside of the machine, clean outside of soap dispenser and use a stainless cleaner on the outside of the machine.
6. Fill tanks allowing water to overflow 2-3 minutes.
7. Replace scrap trays and curtains. A common dish machine station is illustrated below (Figure 1).

Figure 1 Dish Machine Station


Waste Disposal
Pre-rinse sink
Dish Racking
Wash Tank
Rinse Tank
Dirty Dish Table
Dish Machine
Drain Table

1. Clean the machine following the daily cleaning procedure.
2. Remove wash arms, remove foreign materials, and replace wash arms.

3. Remove rinse jets and clean lime or iron deposits.
4. Turn off soap dispenser and final rinse.
5. Fill machine.
6. Add detergent or delime solution to each tank; run machine for 45 minutes; and drain.
7. Scrub all tanks and hose down machine.
8. Replace rinse jets.
9. Clean outside with stainless cleaner.
10. Finally, turn on soap dispenser and final rinse.

Silver Pieces

Most silver pieces are plated ones so they cannot go into the dish machine. Instead, when tarnished, they must be hand-polished with a silver retardent polish. In doing this task, a damp cloth is put into the polish, then the polish is put on the silver piece. When the polish becomes white or dry, the piece is polished with a dry, soft cloth. The inside of the silver piece is sanitized with a solution containing a mild solution of chlorine or iodine. The silver piece is then washed in hot soapy water and dried inside and out.

ACTIVITY 1:

If you did not do satisfactorily on the pretest, again clean and sanitize the glassware, dinnerware, flatware in the dish machine and then clean and sanitize the silver pieces.

INFORMATION:

DIRECTIONS: Read and study for use with Activities. Condiment dispensers, preparation utensils, and cooking and baking utensils can be hand-washed (ware washing) or they may be washed in the dish machine. Your job supervisor will advise you regarding which items to wash in the dish machine and which items to wash by hand. Typically, large heavily soiled items and items constructed of wood are best washed by hand. Since you learned to operate the dish machine when you completed the sanitation packet on dinnerware, flatware, and glassware, you will learn ware washing procedures for the cleaning and sanitizing of condiment dispensers, preparation utensils, and cooking and baking utensils.

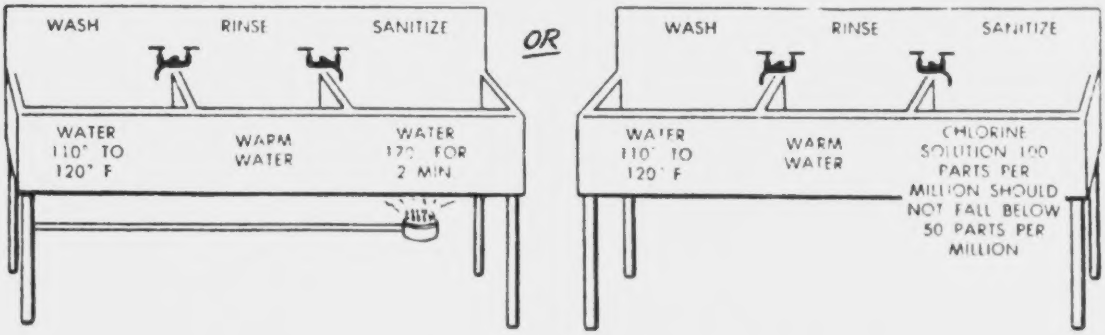
Check to see that you have (in addition to the detergent and sanitizer) a brush, scraper, and clean cloths.

Then, you will be ready to begin.

Wash the least soiled items first. Scrape refuse and waste from utensils into the garbage can. If utensils are heavily soiled with dried on food particles, presoak at 130° to 140° F. before beginning the washing process. Presoaking will soften food particles.

Prepare the sinks by placing detergent and hot water (110° to 120° F.) in one sink. Next, place rinse water in one sink. The last sink will sanitize utensils. Either hot water (170° F.) or a chemical (chlorine or iodine) may be used. (Figure 1)

Figure 1 Ware Washing


WASH
RINSE
SANITIZE
WATER 110° TO 120° F
WARM WATER
WATER 170° FOR 2 MIN
OR
WASH
RINSE
SANITIZE
WATER 110° TO 120° F
WARM WATER
CHLORINE SOLUTION 100 PARTS PER MILLION SHOULD NOT FALL BELOW 50 PARTS PER MILLION

Pictorial Source: U.S. Public Health Service

Wash utensils by scrubbing with a clean brush. With the brush, remove all food particles. Always drain the sink when the water becomes soiled. Keep this sink filled with fresh water and detergent.

After washing, place utensils in the rinse sink. Also keep this sink free of grease. Change water often to keep water free of suds. Rinse all parts of the utensils. Then, place utensils in the sanitizing sink. Iodine and chlorine solutions are effective sanitizing solutions for a maximum of two hours. Cover utensils completely with hot water (180° F.). Hold under water for 30 seconds.

Drain utensils on clean surface or on a rack. Allow to air dry. The residual heat left on utensils aids in rapid air drying. Generally, dish towels are not used to dry utensils because bacteria can be easily spread from towel to utensil.

Use lemon juice to remove discoloration in stainless steel utensils. Caution must be used with steel wool. Steel fragments may be left in the utensil and can contaminate food preparation.

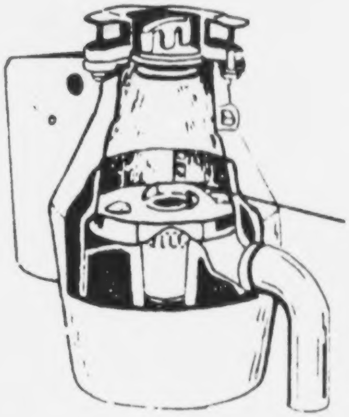
It is important to store clean, sanitized utensils and equipment properly so as not to allow contamination before they are used again. They should be properly stacked in clean, dust-proof racks off the floor. Fingers must not touch surfaces that come in contact with food or drink.

Washing brushes and cleaning cloths must be cared for too. Wash brushes in hot detergent water after each use and rinse in hot water. Dip in sanitizing solution, shake, hang to dry. Rinse cleaning cloths to remove excess dirt. Place cloths in the bag to be sent to the laundry. Always discard sour rags.

The Waste Disposer

Food from dishes and preparation utensils will be scraped into the waste disposer.

INFORMATION (continued)



Only grindable wet food garbage should go down the disposer. Turn the "on" button to operate. Water will automatically flow through the machine. However, if the water does not come on, turn the machine off until the connection is fixed. Feed garbage gradually through disposer. Do not allow bones, cobs, cores, paper, cantaloupe and watermelon rinds, and grapefruit peels into disposer. These items are ungrindable. Always keep fingers and hands away from the unit. Run unit five minutes after grinding stops. Clean unit by turning switch to the "off" position and washing with mild detergent.

ACTIVITY 2:

If you did not do satisfactorily on the pretest, again clean and sanitize the condiment dispensers and preparation, cooking and serving utensils by the ware method.

INFORMATION

DIRECTIONS: Read and study for use with the

Activities.

When cleaning all electrical equipment, general safety procedures should be followed. These safety procedures are as follows:

1. Unplug machine.
2. Turn off all switches.
3. Notify supervisor when in doubt about usage of equipment or when machine is not running properly.

Beverage Dispensers

Cream and milk pumps and dispensers should be cleaned daily. To clean pumps or dispensers, empty and rinse them with lukewarm or cold water. Hot water will set milk residue and the dispenser or pumps will be harder to clean. After rinsing, brush the surface of the dispenser or pump with a cleaning solution and rinse it with clean water. Soak the dispenser or pump in a sanitizer-cleaner for the time specified on the product label. Drain the solution from the equipment and air dry. Twice a month, apply an acid product solution to remove protein build-up or milkstone from the milk pump or dispenser. Rinse the equipment with warm water, sanitize, and air dry.

It is important to follow the manufacturer's directions for the use and care of dispensers. Keep this equipment thoroughly clean. Unclean equipment can breed bacteria. Also, keep the counter and work area around the beverage dispensers clean and sanitary. Wipe up spills immediately.

Ice Machine

The exterior of the ice machine should be cleaned daily with a damp cloth. Dry and polish the machine with a soft cloth. Periodically defrost the ice maker according to the manufacturer's directions. To clean the interior of the ice maker, wipe the sides with a cleaning solution. Rinse the interior with room-temperature water and air dry.

Soft-Service Machines

The manufacturer's booklet should be followed in cleaning this machine. As with the beverage dispenser, the machine should first be rinsed with lukewarm or cold water. Then follow the same procedure as the beverage dispenser unless the manufacturer designates other directions.

ACTIVITY 3

If you did not do satisfactorily on the pretest for Activity 3, again clean the beverage dispenser, ice machine and soft-service machine.

DIRECTIONS: Read and study for use with the Activities.

Frequently in food service establishments, roaches, ants, mice, or other insects are brought into the institution with groceries or other products and it is necessary to use pesticides in order to rid the establishment of them. It is important, however, not to use the pesticide so that food can be contaminated. As a result, all cupboards and work surfaces must be free of food before the pesticide can be used.

In some instances, the food or supplies must be removed from the cupboard on a tray and removed to a different area. Be sure the foods are removed far enough so the spray does not drift over on them and contaminate them. It is usually more desirable to put them in another closed cupboard or remove them from the room.

Because pesticides are quite specific for the kind of contaminant, the supervisor should be consulted before you use the pesticide. Allow time to carefully read the can before you spray.

The cupboard or surface should be allowed to dry at least overnight. Before putting back the foods, the cupboard or surface should be checked and dead insects removed. If food comes in direct contact with the surface, it should be washed and sanitized, following the

the procedures learned earlier.

ACTIVITY 4:

If you did not pass the pretest satisfactorily, redo the procedure as a post-test.

PRETEST AND ACTIVITY 1 KEY

1. Instructor's satisfaction as indicated on a copy of the checklist, "Can Openers, Cutting Boards, Worktables, Storage Cabinets, Refrigerator, and Freezer Checklist."

Dinnerware, Flatware, Glassware and Silver Pieces Checklist

		Yes	No
a.	Assembles equipment and supplies		
b.	Follows safety and sanitary procedures		
c.	Manages time		
d.	Shows pride in work		
e.	Shows initiative and dependability		
f.	Makes sound decisions		
g.	Cooperates with others		
h.	Scrapes dishes		
i.	Soaks flatware		
j.	Loads racks		
k.	Washes flatware twice		
l.	Operates dish machine		
m.	Washes items between 140° F. - 170° F.		
n.	Rinses items between 170° F. - 190° F.		

PRETEST (continued)

		Yes	No
o.	Changes tank water when needed	____	____
p.	Items free of soil	____	____
q.	Items sanitized	____	____
r.	Items free of water spots	____	____
s.	Dries items	____	____
t.	Cleans outside of silver pieces with silver polish; sanitizes inside	____	____
u.	Stores items	____	____
v.	Cleans machine after each meal	____	____
w.	Cleans machine weekly	____	____
x.	Keeps floor dry	____	____
y.	Keeps traffic ways clear	____	____
z.	Discards cracked dinnerware and glassware	____	____
aa.	Inspects washed items	____	____
bb.	Stores equipment and supplies	____	____

PRETEST AND ACTIVITY 2:

1. Instructor's satisfaction

Condiment Dispensers, and Preparation
Cooking/Baking Utensils Checklist

a.	Assembles equipment and supplies	____	____
b.	Follows safety and sanitary procedures	____	____

		Yes	No
c.	Manages time	____	____
d.	Shows pride in work	____	____
e.	Shows initiative and dependability	____	____
f.	Makes sound decisions	____	____
g.	Cooperates with others	____	____
h.	Scrapes dishes	____	____
i.	Presoaks when needed	____	____
j.	Changes water often	____	____
k.	Washes at 110° - 120° F.	____	____
l.	Rinses	____	____
m.	Sanitizes	____	____
n.	Air dries	____	____
o.	Stores	____	____
p.	Cares for brushes and cloths	____	____
q.	Cleans sink	____	____
r.	Items free of food stains	____	____
s.	Items free of grease/smudges	____	____
t.	Keeps traffic ways clear	____	____
u.	Inspects washed items	____	____
v.	Stores equipment and supplies	____	____

PRETEST AND ACTIVITY 3:

1. Instructor's satisfaction

Beverage Dispenser, Ice Machine, Soft Service

Checklist

	Yes	No
a. Assembles supplies	____	____
b. Follows safety and sanitary procedures	____	____
c. Manages time	____	____
d. Shows pride in work	____	____
e. Shows initiative and dependability	____	____
f. Makes sound decisions	____	____
g. Cooperates with others	____	____
h. Cleans machine	____	____
i. Sanitizes machine	____	____
j. Dismantles removable parts	____	____
k. Returns parts	____	____
l. Polishes exterior	____	____
m. Returns supplies	____	____
n. Cleans area	____	____

POST-TEST AND ACTIVITY 1: KEY 3.23

DIRECTIONS: Clean and sanitize soiled dishware, flatware, and glassware and silver pieces, using the dish machine, or other method.

Dinnerware, Flatware, Glassware and Silver Pieces Checklist

	Yes	No
1. Assembles equipment and supplies	____	____
2. Follows safety and sanitary procedures	____	____
3. Manages time	____	____
4. Shows pride in work	____	____
5. Shows initiative and dependability	____	____
6. Makes sound decisions	____	____
7. Cooperates with others	____	____
8. Scrapes dishes	____	____
9. Soaks flatware	____	____
10. Loads racks	____	____
11. Washes flatware twice	____	____
12. Operates dish machine	____	____
13. Washes items between 140° - 170° F.	____	____
14. Rinses items between 170° - 190° F.	____	____

POST-TEST AND ACTIVITY 1:

		Yes	No
15.	Changes tank water when needed	____	____
16.	Items free of soil	____	____
17.	Items sanitized	____	____
18.	Items free of water spots	____	____
19.	Dries items	____	____
20.	Cleans outside of silver pieces with silver polish; sanitizes inside	____	____
21.	Stores items	____	____
22.	Cleans machine after each meal	____	____
23.	Cleans machine weekly	____	____
24.	Keeps floor dry	____	____
25.	Keeps traffic ways clear	____	____
26.	Discards cracked dinnerware and glassware	____	____
27.	Inspects washed items	____	____
28.	Stores equipment and supplies	____	____

POST-TEST AND ACTIVITY 2:

DIRECTIONS: Clean and sanitize condiment dispensers, preparation utensils, and cooking and baking utensils by ware washing.

Condiment Dispensers, and Preparation

Cooking/Baking Utensils Checklist

		Yes	No
1.	Assembles equipment and supplies	____	____
2.	Follows safety and sanitary procedures	____	____
3.	Manages time	____	____
4.	Shows pride in work	____	____
5.	Shows initiative and dependability	____	____
6.	Makes sound decisions	____	____
7.	Cooperates with others	____	____
8.	Scrapes dishes	____	____
9.	Presoaks when needed	____	____
10.	Changes water often	____	____
11.	Washes at 110° - 120° F.	____	____
12.	Rinses	____	____
13.	Sanitizes	____	____
14.	Air dries utensils	____	____
15.	Stores	____	____
16.	Cares for brushes and cloths	____	____
17.	Cleans sinks	____	____
18.	Items free of food stains	____	____
19.	Items free of grease/smudges	____	____
20.	Keeps traffic ways clear	____	____

POST-TEST AND ACTIVITY 2 (continued)

	Yes	No
21. Inspects washed items	____	____
22. Stores equipment and supplies	____	____

POST-TEST AND ACTIVITY 3:

DIRECTIONS: Clean and sanitize a beverage dispenser and an ice machine. Your instructor will check your skills.

Beverage Dispenser and Ice Machine Checklist

	Yes	No
1. Assembles supplies	____	____
2. Follows safety and sanitary procedures	____	____
3. Manages time	____	____
4. Shows pride in work	____	____
5. Shows initiative and dependability	____	____
6. Makes sound decisions	____	____
7. Cooperates with others	____	____
8. Cleans machine	____	____
9. Sanitizes machine	____	____
10. Dismantles removable parts	____	____
11. Returns parts	____	____
12. Polishes exterior	____	____

	Yes	No
13. Returns supplies	____	____
14. Cleans area	____	____

POST-TEST:

Completion of "Can Openers, Cutting Boards, Worktables, Storage Cabinets, Refrigator and Freezer Checklist."

DIRECTIONS: Clean and sanitize soiled worktables, storage cabinets, refrigerator and freezer.

Can Openers, Cutting Boards, Worktables, Storage Cabinets, Refrigerator and Freezer Checklist

	Yes	No
1. Assembles cleaning and sanitizing supplies	____	____
2. Uses cleaning agents	____	____
3. Uses sanitizing agents	____	____
4. Observes safety procedures	____	____
5. Sanitizes can opener	____	____
6. Sanitizes plastic cutting boards	____	____
7. Cleans work/storage area	____	____
8. Sanitizes work/storage area	____	____
9. Straightens (items returned to designated area)	____	____

		Yes	No
10.	Removes soiled items		
11.	Reassembles removed parts		
12.	Manages time		
13.	Shows pride in work		
14.	Shows initiative and dependability		
15.	Makes sound decisions		
16.	Cooperates with others		
17.	Pre-flushing or scraping		
18.	Soaks (when needed)		
19.	Stores cleaning and sanitizing supplies		

Completion of "Dinnerware, Flatware, Glassware and Silver Pieces Checklist." (see Activity 1)

Completion of "Condiment Dispensers and Preparation, Cooking/Baking Utensils Checklist." (see Activity 2)

Completion of "Beverage Dispenser, Ice Machine, and Soft Service Checklist." (see Activity 3)

SOURCES:

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DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

JOB SKILL: IDENTIFY RELATIONSHIP BETWEEN HEALTH AND NUTRITION

*Identify functions of nutrients

*Identify food sources of nutrients

*Identify individual variations for nutrients of different groups, such as children, teenagers, adults and the elderly

*Identify sources of reliable nutrition information

*Plan general menus with modifications for therapeutic diets under supervision

*Consider nutritional information when planning meals under supervision for children

*Consider nutritional information when planning meals under supervision for adults of different cultural backgrounds

*Consider nutritional information when planning meals under supervision for the elderly

*Distribute menus to patients/clients

*Collect menus from patients/clients

*Help patients/clients/patrons to select items giving reasons if modified diet

*Write or correct modified diet menus under supervision

*Encourage patients/clients to eat restricted diet

*Identify functions of the major nutrients and the food sources of each nutrient

PERFORMANCE OBJECTIVE:

Identify the function of the major nutrients in the body and the food sources of each nutrient with ninety percent accuracy.

Given menus for patients/clients, the student is able to distribute, interpret and collect the menus with 100% accuracy.

When the general diet must be modified, the student is able to write or correct modified diet menus under supervision with 100% accuracy.

When patients/clients have restricted diets, the student is able to encourage patients/clients to maintain the restricted diet with 80% success rate.

MATERIALS NEEDED:

Recommended Dietary Allowances: 1980 edition

At least one up-to-date nutrition book with a copyright not over five years ago.

Paper and Pencil

Telephone Directory

Prescribed diets and menus

PRETEST:

DIRECTIONS: Circle the correct answer:

1. The major source of energy in a well-balanced diet comes from:
    a. Simple carbohydrates such as simple sugars found in candy, ice-cream desserts.
    b. Foods which have a high fat content.
    c. Complex carbohydrates found in breads, cereal products, fruits and some vegetables.
    d. Fats in food.
2. A balanced diet plays an important part in maintaining good health in the normal person and in the recovery of a person who is ill in the following ways: (Select only one)
    a. Person is less susceptible to infectious diseases.
    b. Individual has a happier outlook on life.
    c. Person is more mentally and physically alert.
    d. All of the above.
3. Good nutrition is a diet which contains:
    a. Plenty of calories so the person eating

will not become hungry.

b. A minimum requirement of carbohydrates, fats, proteins, certain minerals, water and cellulose.

c. Optimum amounts of carbohydrates, fats, proteins, certain minerals, water and cellulose to provide a reserve of these nutrients.

d. Food which comes largely from protein foods.

4. The major function of protein in the body is:
   a. Provide energy and water.
   b. Repair worn out or wasted tissue and build new tissue.
   c. Assist persons to lose weight if overweight.
   d. Regulate body temperature.

5. The major function of fat in the body is:
   a. Build red blood cells.
   b. Support and cushion vital organs and protect them from injury.
   c. Build and repair tissues.
   d. Provide cholesterol to the body.

6. In the American diet most individuals have too much:

a. Protein

b. Minerals

c. Complex carbohydrates

d. Vitamins

7. The food that contains many of the nutrients required by the body is:

a. an orange.

b. White bread.

c. a T-bone steak.

d. Milk

8. The nutrient that regulates metabolism and assists in the efficient use of other nutrients is:

a. Vitamin

b. Fat

c. Protein

d. Carbohydrate

9. The mineral that is most associated with the building of teeth and bones is:

a. Copper

b. Iron

c. Calcium

d. Iodine

10. In order to assure yourself of a well-balanced diet you should eat:

    a. Mostly health foods.

    b. All fresh fruits and vegetables and home-prepared meats.

    c. A diet which consists of a variety of different foods.

    d. A diet which has a large amount of protein foods.

Sources of nutrition information are listed below. Circle "R" if you think they are reliable and "U" if you believe they are unreliable.

11. R U American Heart Association
12. R U Your local drugstore
13. R U County Health Department Clinic
14. R U Dairy and Nutrition Council
15. R U Pockebtook on dieting without difficulty
16. R U TRUE STORY Magazine
17. R U National Livestock and Meat Board
18. R U Diabetes Association
19. R U Health stores

DIRECTIONS: Circle the correct answer:

20. T F More iron is needed by females than males of the same age.

21. T F Less Vitamin A is needed by males 19-22 years of age than females of the same age.

22. T F All the nutrients are needed in greater amounts by a pregnant or lactating female than a non-pregnant one or non-lactating female.

23. T F The older children are the more protein they need in their daily diets.

24. T F The aged person should have a diet higher in proteins, vitamins and minerals.

25. T F Adolescent girls need additional iron usually.

26. T F A therapeutic should be adequate in all the nutrients if at all possible.

27. T F Immediately after surgery the diet is usually not adequate in all the major nutrients.

28. T F The body adjusts by itself if some nutrients are absent from the therapeutic diet.

29. T F The surgical is another name for a clear, liquid diet.

30. T F A low calorie diet is a normal diet while a high calorie diet is a therapeutic diet.

31. T F A bland diet is another name for a soft diet.

32. T F When children see a lot of food on their plates, it makes them hungry.

33. T F Preschool children need daily snacks.

34. T F The elderly do not need milk or milk products in their diets because their bones are already formed.

35. T F The elderly need fewer calories than do middle-aged adults.

36. What is the difference between a "regular" diet and a "modified" diet?

37. What does it mean to "interpret" menu items to the patients/clients?

38. What are "master diet lists?"

INFORMATION:

DIRECTIONS: Read and study for use with the Activities.

Nutrition is the study of the food we eat and how our bodies use it. Good nutrition is essential to good health throughout life, beginning before birth and continuing through old age and death. Well-nourished individuals are more likely to be alert, both mentally and physically, and have a better attitude toward life. They are more likely to be able to resist infectious diseases than persons who are malnourished. Individuals who eat an optimum diet, unless there is some disease present, are more apt to have shiny hair, good complexions, bright eyes, less problems with tooth decay, erect posture, and well-developed muscles. Normal weight for height, age and body build is another sign of good nutrition, as is nerve control, regular elimination and vitality as evidenced by endurance, sleeping well and feeling of well-being.

Foods that are eaten perform three functions within the body:

(1) Provide heat and energy

(2) Contain the necessary nutrients to build and repair the tissues of the body

(3) Supply the nutrients necessary to regulate the body processes

There are seven nutrients which are important in the body:

CARBOHYDRATES These are the major source of energy for the body although both fats and proteins can be used for energy. Proteins are a very expensive source of energy. Fats are a more concentrated source of energy for they supply two and one-fourth times as many calories per unit of weight than proteins and carbohydrates do.

Although most foods do not contain just one nutrient, some common food sources of carbohydrates are table sugar, honey, and many fruits, cereals, milk (contains lactose which is a sugar), starchy vegetables, ice cream, cakes and pies. Carbohydrates form fifty to sixty percent of the American diet and are the cheapest form of energy.

Americans, especially adolescents, consume too much sugar, and too much sugar in the diet dulls the appetite for other nutritious foods, is irritating to the inner lining of the stomach, and may cause gas. Sugar-loaded foods like cake, pies, soft drinks, and candy are expensive sources of carbohydrates and lead to obesity because excessive carbohydrates are converted into fat and stored in the body.

Adequate carbohydrates in the diet make the need for proteins less because if there is not enough carbohydrates, the body may even draw upon proteins found in the body to provide energy. Carbohydrates are converted into glucose and stored in the liver and used as needed.

FATS

Fats can be liquid, solid and semisolid. Some of them are visible such as lard, butter, margarine, salad oils, shortenings, and visible fats of meat. Invisible fats are those in milk, cheese, eggs, nuts, and meat. With meat, visible fat can be removed but about six-percent fat still remains around the muscles. Margarine and shortening are made from vegetable oils which are relatively inexpensive, and may have hydrogen added to them. A certain amount of fat is needed by the body because deposits of body fat help to support and cushion vital organs and protect them from injury. Because fat does not conduct heat, the layer of fat under the skin provides insulation against extremes of heat and cold. The fat in muscles are a source of energy for the muscles, including the heart muscle. Also the body needs fat in order to have skin and hair which is healthy-looking. Fats provide material for hormonelike regulatory substances named prostaglandins. These substances are essential constituents of cell membranes throughout the body and help regulate the body's use of cholesterol.

Even though the body needs some fat, most Americans consume 6 to 8 tablespoons of fat daily although they only need one tablespoon of dietary fat. Although research is not conclusive, it is suggested by health professionals that animal fat be reduced, especially by those individuals who are overweight and have high cholesterol levels.

The foods that are lowest in cholesterol are fruits, vegetables, bread, cereals, skim milk, cottage cheese, and buttermilk. It is important to have some polyunsaturated fats found in most vegetable oils and salmon, mackerel and herring. A component of polyunsaturated fats is linoleic acid which lowers blood cholesterol levels although how it is done is unclear. Persons with arteriosclerosis should avoid an excess of cholesterol and animal fats.

PROTEIN

Protein is the main structural material of every cell in the body.

It is the largest percentage of the body with the exception of water. It is found in the muscles, internal organs, brain, nerves, skin, hair, nails, and is part of the hormones and enzymes. It is a normal constituent of all body fluids except bile and urine, and it is needed constantly to repair worn-out tissue and build new tissue. Protein combines with iron to form hemoglobin in the blood.

Protein also assists in the performance of these functions:

(1) Regulating osmotic pressures within body fluids to maintain normal circulation and water balance.

(2) Manufacturing hormones and enzymes.

(3) Building antibodies with which the body fights infection.

Protein contains some nitrogens, and some proteins have small amounts of sulfur, phosphorus, iron and iodine. The nitrogen balance, as indicated by the nitrogen excreted in the urine, can help determine whether or not the body is using the protein well. Failure to keep the body in nitrogen balance usually indicates severe problems with the health of the individual involved. In children, growth is usually retarded.

Protein is classified as of two types -- complete and incomplete. Complete protein contains all of the eight essential amino acids which contribute to building body tissues. Most protein from animal sources has high-quality protein. Cereals and vegetables are good sources of protein, but most of the protein in these foods is incomplete, so you must know which foods to combine in order to obtain the eight essential amino acids needed by the body. Vegetarians have to be especially careful, unless they use eggs and milk.

In most American diets, individuals eat twice as much protein as is really needed. Requirements for protein decline with age, but protein you eat cannot be stored by the body and a new supply is needed daily.

If only incomplete protein foods are used, they must be combined in the same meal in order to produce the essential eight amino acids needed for building and repairing tissue.

VITAMINS Vitamins are organic substances derived from plants and animals. They are required in only small amounts so minute that the required amount would only add up to less than a teaspoon a day. They regulate metabolism and assist in the efficient use of carbohydrates, proteins and fats within the body, and they participate in the formation of blood cells, hormones, genetic material and nervous-system chemicals. Most of them work with enzymes in carrying out the above functions and are called co-enzymes. There are at least thirteen vitamins, but six vitamins -- A and D, ascorbic acid or C, thiamine, riboflavin and niacin or Vitamin B-complex are most essential or the others are naturally found along with the other ones. Vitamins will not relieve a physical illness that is caused by the lack of that particular vitamin, but they work with the other nutrients to maintain body well-being.

The fat-soluble vitamins are vitamins A, D, K, and E and the other ones -- Vitamin C and the B-complex are water-soluble. Only Vitamins A and D can be stored in the body to any great extent so vitamins are needed daily. The vitamin content of different foods vary considerably because of the environmental conditions where they were grown and how they were kept before eaten by the consumer.

VITAMIN A- Assists in the formation and maintenance of healthy skin, hair, and mucuous membranes. A lack of it causes problems with the eyes, such as night blindness, drying of the eyes and impaired bone growth and tooth enamel. Vitamin A is found in liver, eggs, cheese, butter, fortified margarine and milk, and yellow, orange and dark-green vegetables and fruits (cantaloupe, broccoli, carrots, spinach, squash, etc.) In plants, carotene is converted to Vitamin A in the body.

VITAMIN D - Is essential in the absorption and metabolism of calcium and phosphorous for bones and teeth. A lack of it causes problems with children especially. It is found in fortified milk, eggs, liver, tuna and sunshine.

VITAMIN K - Is essential in the clotting of blood and is used to control and prevent certain types of hemorrhages. When there are health problems with the flow of bile, bile salts must be given in addition to Vitamin K. Sources are green leafy vegetables, cabbage, cauliflower, liver, potatoes and cereals. Vitamin K is made by bacteria in human intestines. Extra K is needed when there is difficulty with fat absorption, cancer or kidney disease.

VITAMIN E - Is believed to preserve the capacity of red blood cells. It is an effective anti-oxidant if used commercially to retard spoilage. It protects Vitamin A and essential fatty

	acids from oxidation. It is found in vegetable oils, margarine, wheat germ, whole grain cereals and bread, liver, and green leafy vegetables.
VITAMIN B_1 or THIAMINE	Helps in the metabolism of carbohydrates, and aids in the synthesis of a chemical which has to do with the nervous system. It is essential in maintaining good muscle tone, good nerves and functioning of the digestive system. A mild deficiency may cause loss of appetite, fatigue, and irritability. Thiamine is found in wheat germ, pork, liver, organic meats, enriched or whole-grain bread and cereals, and potatoes. Because thiamine is dissolved in water, only a small amount should be used in cooking vegetables.
VITAMIN B_2 or RIBOFLAVIN	Plays an active role in maintaining healthy eyes and mucuous membranes, is active in maintaining color and structural tissue of lips, helps

	release energy from carbohydrates, proteins and fats. Defiency may cause skin disorders, cracks at the corners of the mouth, and sensitivity of eyes to light. Food sources are liver, milk, meat, dark leafy vegetables, eggs, whole grain and enriched cereals.
VITAMIN B_3 or NIACIN	Forms a part of certain enzymes and is essential to growth and to the metabolism of carbohydrates. Assists in the normal function of the digestive tract and nervous system. A severe deficiency causes pellegra which is indicated by dermatitis, diarrhea, weakness and vertigo. Niacin is found in whole grain breads and cereals, meat, poultry, fish and peanut butter.
VITAMIN B_{12}	(includes pyridoxine, pyridoxal, and pyridoxamine) Assists in the absorption and metabolism of proteins. Prevents muscular weakness and other nervous disorders. Found in pork,

glandular meats, lamb and veal. Also found in fish, beef, legumes and carrots.

VITAMIN C (ascorbic acid)

Assists in formation and maintenance of capillary walls, is essential in normal healing of wounds and prevents tendency to bleed easily. Also protects other vitamins from oxidation and increases the amount of iron absorbed when food is digested. Deficiency causes scurvy which results in sore mouth with bleeding gums and loosened teeth, black and blue spots, skin tender to touch. Lack of ascorbic acid may also cause extreme fatigue. Best food sources are citrus fruits and tomatoes, cabbage and melons; Vitamin C is destroyed by heat and must be provided daily.

There are several other vitamins connected with the Vitamin B Complex, but if food is eaten which fulfills the other Vitamin B Complex needs, Folacin and Panthothenic Acid needs will be met. In order to get needed vitamins, a diet with a variety of foods is needed, especially green leafy vegetables and fruit.

MINERALS

Minerals are inorganic substances that are vital to the functioning of the body for they are part of the enzyme system, they are found in bones and teeth, and they help maintain the acid-base and fluid-electro-balance in the body. They are four percent of the weight of the body, and they help maintain the natural muscle and the nerve reaction to a stimulus.

Although maybe some of the trace minerals found in food may be found to be important, only a few of them will be discussed here for if a diet is eaten with a variety of foods, they will occur in needed amounts.

CALCIUM - This mineral builds bones and teeth, and without calcium, the bones would be fragile and not maintain strength. It is essential to normal clotting and muscular contraction, and both Vitamin D and calcium must be present to both function adequately. If calcium is not present in the diet, children have distorted bone growth or rickets and adults have a loss of bone (osteoporosis) and increased susceptibility to fractures. Calcium is found in milk and milk products, egg yolk, green leafy vegetables, nuts, and whole grains.

PHOSPHORUS - Is a constituent of every living cell and in conjunction with calcium builds bones and teeth, and phosphorus releases energy from carbohydrates, proteins, and fats. It asssists in the formation of genetic material, cell membranes and many enzymes. A lack causes weakness, loss of appetite, and bone pain. Poultry, fish, meat, cereals, nuts, legumes and milk contain phosphorus.

IRON - Helps make hemoglobin which is the oxygen-bearing element in the blood. There are only about five grams present in a full-grown, healthy person, but if a deficiency occurs, persons become especially tired and have a loss of appetite. Additional iron may be needed during times of child-bearing, menstruation and hemorrhaging. Women have difficulty during the child-bearing years having enough iron, so iron supplements may be needed. Liver, especially pork, kidneys, red meats, egg yolk, green leafy vegetables and enriched and whole grain cereals are good sources of iron.

IODINE - This mineral must be supplied continually if the thyroid gland is to function normally or a goiter may be formed. Persons living away from a sea coast should use iodized salt to prevent deficiency. Iodine is also found in saltwater fish.

COPPER - Is necessary in the formation of red blood cells and is part of some of the respiratory enzymes. Usually found in adequate amounts in the daily diet, but if not there, may be faulty development of bone and nervous tissue.

FLUORIDE - Needed for formation of strong decay-resistant teeth and maintenance of bone strength. If absent in water, there may be excessive dental decay and perhaps osteoporosis. This mineral is found in fish, tea, most animal food and fluoridated water.

There are other trace minerals, but if a person eats a well-balanced diet, they will be present in the food. Examples of these trace minerals are zinc, chromium, selenium, manganese, and molbdenum.

The standards for a normal well-balanced diet have been established by The National Research Council, and the RECOMMENDED DAILY DIETARY ALLOWANCES are published every five years by the Food and Nutrition Board of the National Academy of Sciences. "These allowances are based on individual variations among most normal persons as they live in the United States under usual environmental stresses."

In addition to the food nutrients, at least six cups of fluid are needed by the body each day. An individual should eat enough unrefined cereals and fruit to have dietary fiber so that proper elimination is maintained by the body.

ACTIVITY 1:

DIRECTIONS: Consult Comprehensive List of Foods by National Dairy Council, RECOMMENDED DIETARY ALLOWANCES: REVISED 1980 chart or list the amount of the following nutrients which a male, age 19-22 years of age would need daily. Then list a food or foods which would fulfill this need. Use a table on nutritive value of foods found in most nutrition books.

Nutrient	Amount Needed	Food or Foods Which Contain This Nutrient
Protein		
Calcium		
Phosphorus		
Iron		
Vitamin A		
Vitamin D		
Vitamin C		

ACTIVITY 1 (continued)

Nutrient	Amount Needed	Foods Containing This Nutrient
Vitamin E		
Thiamine		
Niacin		
Riboflavin		

Note: Have this chart checked by your instructor.

INFORMATION:

DIRECTIONS: Read and study for use with the Activities.

Infant Nutrition: Babies require more protein per pound of body weight than adults. If a baby is nursed, the protein is better adapted to the infant's need than the protein in cow's milk. Infants require more calories per pound than an adult. Infants require vitamins as early as one week, and the dosage will depend upon the diet of the mother during pregnancy.

Preschool and school children's nutrition: These children have an increased need for protein the older they become. They need to be introduced to a variety of food slowly and not be forced to eat them. Smaller portions of new food seem to make food more appealing. Refined sugars should be restricted in the diets of children.

Adolescent Nutrition: Because of the rapid growth, adolescents do need more calories, especially for adolescents who are very active physically. Adolescent girls should eat nutritious food in recommended amounts because many of them have children within a few years and their bodies may not be prepared for pregnancy. Many females are overweight because they eat too many refined sugars and inadequate amounts of nutritious foods such as vegetables, fruit and protein foods.

Adult Nutrition: Life expectancy can be increased if individuals eat well-balanced diets. It is very important that adult women have adequate iron because of menstruation and possibly bearing children. Adequate calcium and phosphorus are essential throughout life so that bones do not become brittle during the later years of life. Deviation of ten or fifteen percent below or above normal weight should be reported to your physician.

If a female is lactating, special care should be taken in the diet. Additional calories are needed by her, and high calorie liquids, such as milk, should be taken between meals so the body has more capacity to eat at meals. About six cups of milk are needed daily.

Geriatric Nutrition: An older person's diet should be well-balanced and high in protein, vitamins and minerals. Although in quantity an older person does not need as much food as a younger one, they should eat adequate amounts so they do not lose weight. Some physical exercise seems also desirable so that an appetite is maintained, and when possible, older persons should eat with others so they are less lonely. The ideal weight for them is the ideal weight of a twenty-five year old.

Because some of them may have constipation, a soft bulk of cooked fruits and vegetables may be best although if they are able to digest raw fruits and vegetables, they have merit in the diet.

ACTIVITY 2:

Take the material from Activity 1 and compare the nutrients needed by males of two different ages -- 11 - 14 years of age, and also, for a male 51 years old or older. Also, do the same thing for a female, including 19 - 22 years of age, 11 - 14 years old and 51 years and older. What differences do you find in the recommended dietary allowances? List these below.

ACTIVITY 3:

Go to a day care center or preschool and ask what type of food the children like best. Also inquire about the amount of food that the various age children eat while there. What restrictions are there on the amount and type of food fixed for the children? If possible, talk to the manager and cook both.

If possible, also interview the person in charge of the food for a nursing home. Ask the following questions:

> Is it difficult to get older people to eat a variety of food?
>
> Do you have any guidelines on the type of food that you prepare?
>
> On the average, how many calories does each client consume?
>
> What are some of the preferred foods that clients enjoy?

If you cannot go to a day care center or preschool, ask some young mothers how they feed their children and what they make sure they have in their daily diets. Do these diets seem to correspond with what is suggested on the RECOMMENDED DIETARY ALLOWANCES chart?

Also, interview some families with older persons (past 70) and determine what some of their food needs are.

INFORMATION:

DIRECTIONS: Read and study for use with the Activities.

There are many sources of information about nutrition. We are constantly being given nutrition information in supermarkets, drugstores, popular magazines, health stores, technical publications, current popular magazines, so individuals are confused about what to believe regarding nutrition. Scientific research is still being conducted on such topics as the effect of cholesterol on the body, whether or not food contributes to high cholesterol problems so a person is confused about what to believe.

Valid nutritional information is based largely on findings of researchers who have carefully controlled samples and controlled conditions for testing. It is only then that evidence may be considered valid. Testimonials about famous athletes or other well-known personalities cannot be accepted as valid information.

Some agencies that are more apt to have information which is reliable are:

Department of Agriculture, Cooperative Extension Service

American Diabetes Association, Inc.

American Heart Association

American Medical Association

Food and Nutrition Infomration Center, National Agricultural Library Building, Beltsville, Maryland

National Dairy Council

National Livestock and Meat Board

United States Department of Health and Human Service, Food and Drug Administration, Public Health Service

The Nutrition Foundation, Inc.

American Digestive Disease Society

State Departments of Public Health

National Academy of Sciences

American Dietetic Association

These are publications which contain quality nutrition information and have validated their reputation over the years. Some of these are:

CONSUMER REPORTS

Nutrition Today

The FDA Consumer

Journal of Nutrition Education

Food Technology

Journal of the American Dietetic Association

ACTIVITY 4:

Take the local telephone directory and determine how many of these agencies or their state affiliates are located in this area. Copy down their telephone numbers on a list. Select someone in the program and try to brainstorm at least ten questions about nutrition that you would like to know. Some examples might be:

1. What are some inexpensive sources of protein?
2. If a person is allergic to milk, what are some milk-free foods that are good sources of calcium?
3. If you are a vegetarian, how can you obtain enough complete protein without using meat?

Using one of these questions or similar ones, call two agencies and ask your questions. Report your answer on a piece of paper.

ACTIVITY 5:

Go to your school library or public library in your area and try to find one of the journals suggested on the list and read an article on an area of nutrition of your choice. What did the journal state about the author? Were the credentials of the author sound? Why do you think they were or were not?

Now find a popular magazine and find an article in it about nutrition. Who was the author of this article? Does the article agree with what you know about nutrition? If it doesn't, why do you not think it is reliable? If it is reliable, you believe, why do you think the way you do?

INFORMATION

DIRECTIONS: Read and study for use with the Activities.

Some common terms that are used in prescribing a therapeutic diet:

Therapeutic diet is a prescribed diet by a physician, dietitian, or nutritionist which suggests deviations from the normal diet for the purpose of contributing to the reduction of the health problem suffered by the patient. If the diet cannot contribute all the required nutrients, supplements are given.

Surgical liquid diet is the diet that is prescribed immediately after surgery and consists of clear broth, tea, black coffee and flavored gelatin.

A soft diet is one that requires little chewing. Foods that are allowed are tender meats, carrots, beets, potatoes, peaches, pears, applesauce, Royal Anne cherries, juices, and grapefruit and orange sections free of membrane, cake, ice cream and puddings.

The mechanical soft diet is the same as the soft diet except that all foods must be very soft or ground. This diet is used when the patient cannot chew or use facial muscles.

The medical or full, liquid diet consists of any food that is liquid at body temperature, including thin, strained gruel. Usually they are administered six times daily and are easy to digest because they are so finely divided. Some vegetables can be strained so they are included in this diet or a prepared liquid diet is purchased from a drug company.

Vegetarian diet excludes all animal foods from the diet. The protein must be obtained from plant sources of protein. Lacto-ovo-vegetarians supplement plant foods with milk and eggs but do not eat meat. Lacto-vegetarians consume milk and plant foods but not meat and eggs.

High-calorie diet is usually a therapeutic one prescribed when a person is underweight and the body needs rebuilding. Most of them consist of approximately 4,000 calories, and in addition to three full meals a day, a snack is given in the afternoon and evening. Sometimes one is also eaten in the morning. Low calorie diets can also be therapeutic.

Low protein diet consists of only about 40 grams of protein and one ounce of meat, poultry, fish or cheese is allowed daily. One cup of milk and one egg may be consumed daily. It is usually continued only for a short time because the body would be depleted of its protein and cause damage to the bones, skeletal muscles and the body in general would become weak.

There are many other diets such as high-carbohydrate diet, high-iron diet, low-fat, bland diet, sodium-restricted diet and many others, depending upon the needs of the body and the illness or disease being treated.

Any time that a therapeutic diet is prescribed, your supervisor must be consulted for at least the first time. There are sometimes prescribed diets that have menus which can be copied. If a child has a special diet in a day care center, the parent will bring in the diet to be followed. In a nursing home facility there are usually copies of special menus to be used. It is necessary, however, to be very accurate in prescribing the diet and it must be checked before it is used.

ACTIVITY 6:

Select from available menus or design a day's menu for a six-year-old girl which cannot have milk or milk products but still needs the same nutrients that are found on a normal diet. This will serve as a post-test.

INFORMATION

DIRECTIONS: Read and study this information for use with the Activities.

Consult with the National Dairy Council pamphlets, "Food Before Six" and "For Mature Eaters Only" for guidance in diets for children and the elderly.

The important factor to consider in feeding children is that portions must be small for large amounts discourage children from eating. Children's diets must include the required amounts from the major nutrients, and these can be obtained by using the Four Food Groups. If they cannot drink the required amount of milk, then milk can be included in soups, cereals and desserts made with milk. Also serve cheese, cottage cheese, yogurt sometimes and ice cream in limited amounts.

Ground meats must be used with young children and small bite-size pieces for children who chew well. Peanut butter which most children enjoy can be served as good building foods. Children need an orange every day and a dark leafy or orange vegetable or fruit every other day. All cereal products should be enriched ones. They need daily snacks.

In order to understand what typical foods are like for cultural groups in your area, consult special cultural cookbooks and study what foods are included. One that you might want to consult is a Mexican-American cookbook and study the ingredients used. Seventh Day Adventists are vegetarians, so attempt to develop a menu which does not use meats.

The elderly have the same need for the Four Food Groups. Because many of them have special problems with constipation, they need fresh fruits, fresh vegetables, whole grain cereals and whole grain breads. At least 4-8 glasses of liquid and exercise are needed by the elderly each day. Because bones are brittle at this age, the elderly need sources of calcium if they do not drink milk.

Sometimes it is difficult to obtain enough calcium without drinking milk. Usually the elderly need fewer calories because they are less active, but the major nutrients are still needed. If chewing is a problem, softer foods and meats which are ground should be included, but protein is still necessary. Sweets have high appeal for the elderly, but their use dulls the appetite for other needed foods so they should be included in their diets in limited amounts.

ACTIVITY 7:

Plan a normal child's diet for a two-year-old boy for a day after reading the Dairy Council source or a nutrition book. Have it include two daily snacks, as well as the three meals. Include the amounts of nutrients of protein, Vitamins A, D, C, Vitamin B complex, iron, calcium and phosphorous, as well as the total number of calories. Have it checked by your instructor, for it serves as a post-test.

ACTIVITY 8:

Plan a day's diet for either a female vegetarian or a middle-aged woman who eats Mexican-American foods exclusively. Again, include amounts of the major nutrients and the total calories. Have it checked

ACTIVITY 8:

by your instructor for it serves as a post-test.

ACTIVITY 9:

Plan a day's diet for a male who is seventy years of age who has only part of his teeth. This person does not like to drink milk. Include with the diet the amount of the major nutrients and the total calories. Have your diet checked by your instructor because this is your post-test.

INFORMATION

DIRECTIONS: Read and study for use with the Activities.

Most hospitals and some nursing homes and retirement centers allow patients/clients to select from the menu items the foods they would like to eat. Even some preschools are planning with children what their food preferences are. By being able to select the foods to eat, there is less plate waste and patients/clients are more apt to obtain the nutrients they need.

In hospitals and nursing homes, the menus are distributed to the patients either on the breakfast tray or brought around to the room at a scheduled time. The second method is the preferred one because the Nutrition Aide can interpret any of the menu items. For example, not all patients may know that "Filet of Cod with Lemon Butter Sauce Almondine" is like that which is listed on the dinner items on the enclosed menu. It means that the broiled cod is covered with lemon butter sauce with chopped almonds in it. The patients may be given an hour to think about their food choices for the next day, and then the menus are collected.

Sometimes patients/clients are unable to have "regular" (what is prepared for most of the individuals) and the menu must be modified for certain illnesses. The Nutrition Aide may have the responsibility of writing some of the fairly simple modified diets. The activity is usually supervised, however, because the correct diet can assist the patient in becoming well. Many health facilities have master menus for certain illnesses which can be used without constructing new menus every day. When the illness is quite complex, usually the physician or the dietitian in consultation, develop the menu.

Once the modified diets are developed, the Nutrition Aide takes it to the patient/client and explains why certain foods are on the menu and why the patient is restricted from eating other foods. A positive attitude on the part of the patient toward the modified diet must be developed if the food is to contribute to the patient's recovery or control of the illness. A Nutrition Aide can be a very positive force in getting the patient to accept diet restrictions. A patient who has difficulty accepting the menu may need to have the dietitian consult with him or her.

Sometimes the Nutrition Aide must also speak to the patient's family and explain the reasons behind the restricted diet. If an individual goes home and does not maintain the prescribed diet, there can be serious consequences. For an example, a diabetic must be very careful about eating simple sugars or the patient's health is in jeopardy.

ACTIVITY 10:

Study the enclosed menu and be able to interpret to someone else the menu items on it. Now role-play with another student how you would approach a patient with the menu, how you would explain unfamiliar items, and assist the patient to make his or her preferred choices on the menu.

Take a child's menu that you developed in the last packet, and role-play how you would plan with children for their meals. Try to give two alternative

ACTIVITY 10 (continued)

choices for the entrees on the menu, the juices for snacks, and the two choices for dessert. If possible, try to work with an actual child in your family or neighborhood.

ACTIVITY 11:

Take the enclosed menu and modify it for a reduction of 800 calories for an obese teen-ager who is being prepared for surgery in three weeks. Have your modified diet checked by your instructor for this is your post-test.

ACTIVITY 12:

Take the diet that you have developed for the obese teen-ager, and role-play with someone in your class how you would approach the teen-ager in an outpatient clinic with the modified diet. Have the instructor watch this role-play situation, if possible.

ST. LUKE'S HOSPITAL MENU MEDICAL CENTER

*REGULAR 1
Please Circle Selections

FRIDAY 06

APPETIZERS
- CRANBERRY JUICE
- BOSTON CLAM CHOWDER

ENTREES *SELECT ONE*
- FRESH FRUIT AND COTTAGE CHEESE PLATTER WITH MUFFIN
- HOT OPEN-FACE ROAST PORK SANDWICH WITH MASHED POTATOES, GRAVY AND DISH OF BROCCOLI NORMANDY
- HAMBURGER OR CHEESEBURGER WITH GARNISH
- TUNA SALAD SANDWICH ON WHITE OR WHEAT BREAD WITH GARNISH AND POTATO CHIPS

SALADS *SELECT ONE*
- TOSSED SALAD WITH CROUTONS AND CHOICE OF BLUE CHEESE, FRENCH, ITALIAN, OR 1000 ISLAND DRESSING
- CUCUMBER AND ONION SALAD

DESSERTS *SELECT ONE*
- CUSTARD PIE
- ICE CREAM
- SHERBET
- FRESH FRUIT

BEVERAGES
- COFFEE
- HOT TEA
- ICED TEA
- POSTUM
- DECAF COFFEE
- MILK
- 2% MILK
- SKIM MILK
- BUTTERMILK
- CHOCOLATE MILK

MISCELLANEOUS
- DINNER ROLL
- WHITE BREAD
- WHEAT BREAD
- CRACKERS
- NON-DAIRY CREAMER
- MARGARINE
- KETCHUP
- MAYONNAISE
- MUSTARD
- HONEY
- JELLY
- LEMON
- SUGAR
- SUGAR SUB

*REGULAR 1 LUNCH

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*REGULAR 1
Please Circle Selections

FRIDAY 06

APPETIZERS
- TOMATO JUICE COCKTAIL
- CREAM OF ASPARAGUS SOUP

ENTREES *SELECT ONE*
- ROAST SIRLOIN OF BEEF, NATURAL GRAVY
- FILLET OF COD WITH LEMON BUTTER SAUCE ALMONDINE
- HAMBURGER OR CHEESEBURGER WITH GARNISH

VEGETABLES
- RICE PILAF
- HERBED PEAS WITH CELERY

SALADS *SELECT ONE*
- TOSSED SALAD WITH CROUTONS AND CHOICE OF BLUE CHEESE, FRENCH, ITALIAN, OR 1000 ISLAND DRESSING
- ORANGE AND BANANA SALAD

DESSERTS *SELECT ONE*
- CHOCOLATE APPLE CAKE
- ICE CREAM
- SHERBET
- FRESH FRUIT

BEVERAGES
- COFFEE
- HOT TEA
- ICED TEA
- POSTUM
- DECAF COFFEE
- MILK
- 2% MILK
- SKIM MILK
- BUTTERMILK
- CHOCOLATE MILK

MISCELLANEOUS
- DINNER ROLL
- WHITE BREAD
- WW BREAD
- CRACKERS
- NON-DAIRY CREAMER
- MARGARINE
- KETCHUP
- MAYONNAISE
- MUSTARD
- HONEY
- JELLY
- LEMON
- SUGAR
- SUGAR SUB

*REGULAR 1 DINNER

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*REGULAR 1
Please Circle Selections

SATURDAY 07

JUICES AND FRUITS
- ORANGE JUICE
- GRAPE JUICE
- TOMATO JUICE
- CRANBERRY JUICE
- APPLE JUICE
- PRUNE JUICE
- APPLESAUCE
- BANANA HALF
- FRESH FRUIT OF THE DAY

CEREALS
- ALL BRAN
- CORN FLAKES
- SPECIAL K
- RICE KRISPIES
- PUFFED RICE
- SHREDDED WHEAT
- OATMEAL
- CREAM OF WHEAT
- CREAM OF RICE

ENTREES
- SCRAMBLED EGGS OR POACHED EGGS
- LINK SAUSAGES OR CRISP BACON
- GRILLED HAM SLICE
- HASH BROWN POTATOES
- PANCAKES WITH SYRUP
- FRENCH TOAST WITH SYRUP
- CHEESE OMELET
- WESTERN OMELET

BREADS
- ENGLISH MUFFIN
- OLD FASHIONED MUFFIN
- HOT BISCUIT
- PLAIN BAGEL WITH CREAM CHEESE
- SWEET ROLL
- DONUT OF THE DAY

BEVERAGES
- COFFEE
- HOT TEA
- POSTUM
- DECAF COFFEE
- HOT CHOCOLATE
- MILK
- SKIM MILK
- 2% MILK
- BUTTERMILK
- CHOCOLATE MILK

MISCELLANEOUS
- NON-DAIRY CREAMER
- LEMON
- MARGARINE
- JELLY
- SUGAR
- SUGAR SUB
- HONEY

*REGULAR 1 BREAKFAST

4.44

POST-TEST:

1. Plan a day's diet for the male which would contain the recommended nutrients. Have it checked by your instructor.
   (Can use a computer program which gives a daily analysis of the foods - if available.)

2. Write at least seven sentences concerning some of the differences you found in the recommended dietary allowances for the varying ages and the type of food that they enjoy.

3. Summarize in five or six sentences what you have found out about the validity of nutrition information.

4. List at least five sources other than magazines published by scientific organizations where you may obtain valid nutrition information.

The instructor will check the day's diets developed for the six-year-old girl who cannot have milk or milk products to determine if it is satisfactory. Also, the diets for the two-year-old boy, the culturally different diet and the one for the elderly man must be checked.

1. The instructor will check the diet planned for the female obese teen-ager to make sure that the diet is well-planned in terms of calorie content and nutritive value.

2. If possible, the instructor observes the student role playing the presentation of menu items for both the normal and modified diets.

PRETEST KEY

1. c.
2. d.
3. c.
4. b.
5. b.
6. a.
7. d.
8. a.
9. c.
10. c.
11. R
12. U
13. R
14. R
15. U
16. U
17. R
18. R
19. U
20. True
21. False
22. True
23. True
24. True
25. True
26. True

PRETEST KEY (continued)

27. True
28. False
29. True
30. False
31. False
32. False
33. True
34. False
35. True
36. A "regular" diet in a health facility means that the patient/client can be served a normal diet that anyone without an illness can eat.
37. To "interpret" menu items means that the Nutrition Aide must explain the menu items in simple terms so the patient knows what he or she will be eating.
38. "Master diet lists" means that diets for specific diseases have been planned with specific food items so that diets can be made up without figuring the nutrients in the diet each time.

POST-TEST KEY

All questions

Instructor's satisfaction

SOURCES

Recommended nutrition books might be:

Brody, Jane, JANE BRODY'S NUTRITION BOOK. New York: Bantam Books, 1982.

Snook, Jean Twombly, NUTRITION--A GUIDE TO DECISION-MAKING. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1984.

Williams, Sue Rodwell, A HANDBOOK OF COMMONSENSE NUTRITION. St. Louis, Missouri: The C.V. Mosby Company, 1983.

Pamphlets:

Comprehensive List of Foods, National Dairy Council, Rosemont, Illinois, 1980.

Food Before Six, National Dairy Council, Rosemont, Illinois, 1980.

For Mature Eaters Only, National Dairy Council, Rosemont, Illinois, 1980.

Guide to Wise Food Choices, National Dairy Council, Rosemont, Illinois, 1978.

Nutrition Source Book, National Dairy Council, Rosemont, Illinois, 1979.

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

JOB SKILL: COORDINATE FOOD ORDER

Receive menus from patients/clients and tally menu items, tabulate types of diets, and determine meal census for the day.

Turn in food order for the day and make out schedule for food preparation and give to appropriate supervis

PERFORMANCE OBJECTIVE:

After receiving menus from patients/clients, the student will be able to tally the menu items, tabulate types of diets, and determine meal census for the day with 100% accuracy.

After determining the food census for the day, the student will be able to make out a schedule for preparation for the next day with 100% accuracy and give it to the appropriate supervisor.

MATERIALS NEEDED:

1. Pen and pencil
2. Tally sheets
3. Food production sheet

Take the tally sheet listed below and tally each food item listed on the Friday luncheon menu included in this packet. Just estimate that you will be serving fifty lunches and try to guess roughly how many individuals will select food of each kind. Tally by putting down 1 1 1 1 for every five persons selecting that item. Complete the tally sheet.

FOOD TALLY SHEET Totals

Day November 6, 1984 Meal Lunch

Cranberry Juice__________

Boston Clam Chowder__________

Fresh Fruit Platter__________

Open-Face Pork Sandwich__________

Hamburger__________

Cheeseburger__________

Tuna Fish Sandwich on White Bread__________

Tuna Fish Sandwich on Wheat Bread__________

Tossed Salad__________

Blue Cheese Dressing__________

French Dressing__________

Italian Dressing__________

Thousand Island Dressing__________

Custard Pie__________

Ice Cream__________

Sherbet__________

Fresh Fruit__________

PRETEST (continued)

Coffee____

Hot Tea_______________________________________

Iced Tea______________________________________

Postum____

Decaf Coffee__________________________________

Milk____

2% Milk_______________________________________

Skim Milk_____________________________________

Buttermilk____________________________________

Chocolate Milk________________________________

Dinner Rolls__________________________________

ST. LUKE'S HOSPITAL MENU MEDICAL CENTER

*REGULAR 1
Please Circle Selections

FRIDAY 06

APPETIZERS
- CRANBERRY JUICE
- BOSTON CLAM CHOWDER

ENTREES *SELECT ONE*
- FRESH FRUIT AND COTTAGE CHEESE PLATTER WITH MUFFIN
- HOT OPEN-FACE ROAST PORK SANDWICH WITH MASHED POTATOES, GRAVY AND DISH OF BROCCOLI NORMANDY
- HAMBURGER OR CHEESEBURGER WITH GARNISH
- TUNA SALAD SANDWICH ON WHITE OR WHEAT BREAD WITH GARNISH AND POTATO CHIPS

SALADS *SELECT ONE*
- TOSSED SALAD WITH CROUTONS AND CHOICE OF BLUE CHEESE, FRENCH, ITALIAN, OR 1000 ISLAND DRESSING
- CUCUMBER AND ONION SALAD

DESSERTS *SELECT ONE*
- CUSTARD PIE
- ICE CREAM
- SHERBET
- FRESH FRUIT

BEVERAGES
- COFFEE
- HOT TEA
- ICED TEA
- POSTUM
- DECAF COFFEE
- MILK
- 2% MILK
- SKIM MILK
- BUTTERMILK
- CHOCOLATE MILK

MISCELLANEOUS
- DINNER ROLL
- WHITE BREAD
- WHEAT BREAD
- CRACKERS
- NON-DAIRY CREAMER
- MARGARINE
- KETCHUP
- MAYONNAISE
- MUSTARD
- HONEY
- JELLY
- LEMON
- SUGAR
- SUGAR SUB

*REGULAR 1 LUNCH

---

*REGULAR 1
Please Circle Selections

FRIDAY 06

APPETIZERS
- TOMATO JUICE COCKTAIL
- CREAM OF ASPARAGUS SOUP

ENTREES *SELECT ONE*
- ROAST SIRLOIN OF BEEF, NATURAL GRAVY
- FILLET OF COD WITH LEMON BUTTER SAUCE ALMONDINE
- HAMBURGER OR CHEESEBURGER WITH GARNISH

VEGETABLES
- RICE PILAF
- HERBED PEAS WITH CELERY

SALADS *SELECT ONE*
- TOSSED SALAD WITH CROUTONS AND CHOICE OF BLUE CHEESE, FRENCH, ITALIAN, OR 1000 ISLAND DRESSING
- ORANGE AND BANANA SALAD

DESSERTS *SELECT ONE*
- CHOCOLATE APPLE CAKE
- ICE CREAM
- SHERBET
- FRESH FRUIT

BEVERAGES
- COFFEE
- HOT TEA
- ICED TEA
- POSTUM
- DECAF COFFEE
- MILK
- 2% MILK
- SKIM MILK
- BUTTERMILK
- CHOCOLATE MILK

MISCELLANEOUS
- DINNER ROLL
- WHITE BREAD
- WW BREAD
- CRACKERS
- NON-DAIRY CREAMER
- MARGARINE
- KETCHUP
- MAYONNAISE
- MUSTARD
- HONEY
- JELLY
- LEMON
- SUGAR
- SUGAR SUB

*REGULAR 1 DINNER

---

*REGULAR 1
Please Circle Selections

SATURDAY 07

JUICES AND FRUITS
- ORANGE JUICE
- GRAPE JUICE
- TOMATO JUICE
- CRANBERRY JUICE
- APPLE JUICE
- PRUNE JUICE
- APPLESAUCE
- BANANA HALF
- FRESH FRUIT OF THE DAY

CEREALS
- ALL BRAN
- CORN FLAKES
- SPECIAL K
- RICE KRISPIES
- PUFFED RICE
- SHREDDED WHEAT
- OATMEAL
- CREAM OF WHEAT
- CREAM OF RICE

ENTREES
- SCRAMBLED EGGS OR POACHED EGGS
- LINK SAUSAGES OR CRISP BACON
- GRILLED HAM SLICE
- HASH BROWN POTATOES
- PANCAKES WITH SYRUP
- FRENCH TOAST WITH SYRUP
- CHEESE OMELET
- WESTERN OMELET

BREADS
- ENGLISH MUFFIN
- OLD FASHIONED MUFFIN
- HOT BISCUIT
- PLAIN BAGEL WITH CREAM CHEESE
- SWEET ROLL
- DONUT OF THE DAY

BEVERAGES
- COFFEE
- HOT TEA
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- DECAF COFFEE
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- BUTTERMILK
- CHOCOLATE MILK

MISCELLANEOUS
- NON-DAIRY CREAMER
- LEMON
- MARGARINE
- JELLY
- SUGAR
- SUGAR SUB
- HONEY

*REGULAR 1 BREAKFAST

After completing the food tally, determine how much food you will need for fifty persons for each item on the enclosed tally sheet.

Also, do a food preparation or food production chart on the simple form listed below. Do only part of the foods listed on the menu, just going through the fresh fruits and cottage cheese platter with muffin.

FOOD REQUIREMENT FOR LUNCH

Cranberry juice, canned
Boston clam chowder (purchased in cans)
Oranges for salad
Pineapple for salad
Canteloupe for salad
Watermelon for salad
Bananas for salad
Lettuce for salad
Dressing for salad
Muffin (either get a quantity food recipe for muffins or estimate how much of the ingredients you would need.)
    Whole wheat flour
    Eggs
    Baking powder
    Salt
    Milk

Sugar

Now do a simple food production schedule on the form listed below. Show only the cranberry juice, Boston clam chowder and the fruit salad with muffin.

FOOD PRODUCTION SCHEDULE

Date	Time Needed	Food Needed	No. of Food To Be Fixed	Size of Servings	No. to be Served

INFORMATION:

DIRECTIONS: Read and study this information to use with the Activities.

Once menus are received from the patients/clients, the food items each individual wants is recorded on a master tally sheet. Then totals for each item are obtained so that it is possible to find out how many of each item has been requested for "regular" diets.

In a preschool or day care center, this tabulation would be fairly simple because few choices are given to the children. Some retirement centers serve the same general menus with an open salad bar which makes it possible for the residents to choose their own salads. Sometimes choices are given for the entree and dessert, but few retirement centers have the residents check menus. Instead, the head resident and cook must estimate how many residents usually eat in the dining room and plan accordingly. In most instances, it means that food is leftover and must be used at another meal.

Once the menus are tabulated for totals or an estimate made of how many persons will be eating and what they are likely to choose, there must be a tabulation of the special diets. Sometimes these diets are prepared in a separate area, and that unit makes up their own food order and production schedule. In a health care facility, many of the liquid and soft diets are quite ordinary and call for the same foods day after day, but they must be integrated into the large food order so food and beverages are available when needed. It means therefore that there must be a reporting of how many of each item is needed per meal, and the meal census must be determined which is the total of the meals to be served in one meal and a total of meals to be served in one day. The nutrition aide may or may not translate the individual items needed into a total food order list for the entire facility. If he or she was working in a small preschool or day care center, then part of his or her job would be to translate the food items into food products needed. For example, if forty children wanted tuna fish sandwiches, it would be necessary to consult a quantity recipe and then list the total amount of tuna fish needed for them, the amount of celery needed, and the amount of mayonnaise needed to complete the sandwich. It would then be necessary to determine what size cans or containers would be purchased, and how many would be needed for the tuna fish sandwiches.

A large facility like a hospital would have people trained to figure out the food order for the day, and even plan the food order for the week since food has to be ordered in advance. Only fresh vegetables, fruits, dairy products and meat and poultry are usually delivered more than once a week. If the facility does not do its own baking of rolls, bread and pies, they would probably be delivered on a daily basis.

To give you a partial idea how to proceed, take the twenty hamburgers tallied on the sheet for lunch. Translated into a food order, it would mean that twenty hamburger patties would be needed, twenty buns, and five slices of cheese. Also, the condiments of ketchup, mustard and relish might be put on the plate so twenty small individual packages of each would be needed. The nutrition aide would turn into the appropriate supervisor the food order needed for the day. The complexity of the food order would be determined by how much responsibility he or she would be given for determining exact quantities of each food needed.

In addition to having the food order determined, a schedule for food production would need to be made out and given to the appropriate supervisor. How detailed the nutrition aide would be in this schedule would depend on his or her job responsibilities. Someone else might do the full preparation schedule if it were quite complex.

Scheduling food production is very important so that the food will have high quality and be flavorful. Food should not be prepared so far in advance that it tastes like a leftover nor should production schedules be so tight that major tasks are not yet complete when the food needs to be served.

Also, what is possible in food production determines what is placed on the menu. You cannot have too many items being baked at the same time for the cooks could not have time to mix the ingredients and the ovens would not accommodate too many items at one time. Sometimes food can be fixed the day previously, but there are always tasks to do for each meal so it is a matter of juggling the food preparation schedule so everything is completed on time. Listed below is the beginning of a food production schedule.

FOOD PRODUCTION SCHEDULE

Date	Time Needed	Food	No. of Food to be Fixed	Size of Servings	No. to be Served
6/8	10:00	Orange Sections	50	Round slices of peeled Orange - approx. 2" in width	25
	10:30	Pineapple Wedges	100	Approx. 2" in width	25
	10:30	Canteloupe pieces	100	Approx. 4" x 1"	85
	10:30	Watermelon pieces	150	Approx. 3' x 3"	25
	11:00	Bananas	50	Approx. 1/4 banana	
	(Lettuce leaves		35	Covers small plate -	25)
	11:00	Put fruit salad together			
	11:15	Bran muffins	25	Small size muffin	25

The entire menu must be broken down for the day, and a food production time assigned to it.

ACTIVITY 1:

Make up a sample menu for one day that has two choices for entrees and two choices for dessert. Have the menu duplicated and give it to 20 students to circle their choices for the items on the menu. Once you have collected the menus, tally the menu items, then determine how many meals you will be serving, the amount of food you will be needing, and do a food production schedule for the menu. This will serve as your POST-TEST for the packet.

PRETEST:

Since the student will tally different numbers, the instructor will have to determine whether or not the student proceeded correctly in doing the pre-test.

POST-TEST:

Satisfactory completion of Activity 1 as judged by the instructor.

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

JOB SKILL: Prepare Beverages

Brew coffee using equipment correctly

Brew iced and hot tea

Prepare fruit punch

Prepare and portion fruit drinks or soft drinks

Prepare liquid nourishment

PERFORMANCE OBJECTIVE:

Given the proper equipment and the amount to be made, the student will brew coffee and tea with 100% accuracy.

Given the amount needed and the proper ingredients, the student will be able to prepare and portion fruit punch fruit drinks and hot chocolate with 100% accuracy.

Given the recipe and proper ingredients, the student will be able to prepare needed liquid nourishment with 100% accuracy.

MATERIALS NEEDED:

1. Pen and pencil
2. Coffee making equipment
3. Tea making equipment

MATERIALS NEEDED (continued)

4. Utensils and pitchers for making punch and fruit juices
5. Electric squeezer
6. Ingredients for coffee, tea, punch, fruit juices and liquid nourishment

PRETEST:

Perform the following skill activities:

1. Brew coffee. Clean the coffee equipment. Ask your instructor to check your skills.

2. Brew tea. Prepare either iced or hot tea. Ask your instructor to check your skills.

3. Prepare punch, hot chocolate, or fruit juices/drinks. Ask your instructor to check your skills.

INFORMATION: 6.3

DIRECTIONS: Read and study the following information for use with the Activities.

Actual beverage preparation may occur in the kitchen or in the dining room. If beverage preparation occurs in the dining room, the area is usually screened to block direct customer view.

Beverage service is important in food service because it can make or break a meal. For instance, a cup of delicious coffee adds a final touch to a meal. However, a cup of bitter coffee will ruin it. For this reason, beverage service is a frequent cause of patient/client complaint.

Coffee

Coffee is a common beverage enjoyed throughout the day; at breakfast, lunch, and dinner. A good cup of coffee should be clear, hot, and fragrant with rich flavor and body.

While coffee may be prepared from instant forms, fresh brewed coffee is still the most appealing method of coffee preparation for food service facilities. The aroma of freshly brewed coffee seems to add much to a customer's enjoyment of a meal.

Good quality coffee can be brewed (flavor from ground coffee is extracted) in many types of equipment. All types of coffee makers need two containers -- one to hold the coffee grounds and one to hold the water.

To brew quality coffee, follow these rules:

1. Use clean equipment. Residue build-up influences the coffee flavor. If not thoroughly cleaned after each use, a greasy film will develop. Resulting coffee will have a bitter, unpleasant taste.
2. Use only fresh coffee. Coffee grounds cannot be reused nor can they be mixed with fresh grounds. When vacuum-packed coffee is opened, it begins to lose its flavor. If an opened can of coffee will not be used in a few days, it can be refrigerated to retard loss of flavor.
3. Weigh or measure the amount of coffee for the number of cups desired. Pre-measured coffee packets are helpful to food service employees. These packets eliminate possible proportion mistakes.
4. Measure the amount of water. Follow the manufacturer's suggestions.
5. Use correct water temperature. Cool water will produce fresher coffee while hot water will change the percolating time resulting in weak, poorly flavored coffee.
6. Watch the timing. Some coffee brewers do not automatically hold coffee at 185°F.

7. Hold for a short time. After coffee has been brewed, it retains full flavor and fragrance for ten minutes. Check with your supervisor before brewing coffee to insure freshness. He/She may want you to frequently prepare small amounts of coffee rather than one large batch.

Percolation Method

Unplug percolator. Check to see that all parts have been thoroughly cleaned and sanitized. Fill to the recommended level with cold water. Place stem in hole and the basket over the stem. Fill basket at recommended level with fresh ground coffee. Perk ten minutes. Allow to brew ten minutes before serving.

Urn Method

Check to see that all parts are thoroughly clean. Close

valves on arm. Fill boiler with fresh cold water to gauge level. (Since individual models of coffee equipment vary, read and follow manufacturer's directions.) Turn off fill valve. Turn heating unit to boil. Evenly spread coffee in filter. Place filter in holder. Place holder in urn. Make sure accurate coffee and water proportions are followed. Press brew button. Remove grounds as soon as brewing is completed. Draw off and repour about 1/3 of the coffee to mix the brew. Ripen coffee for ten minutes and serve.

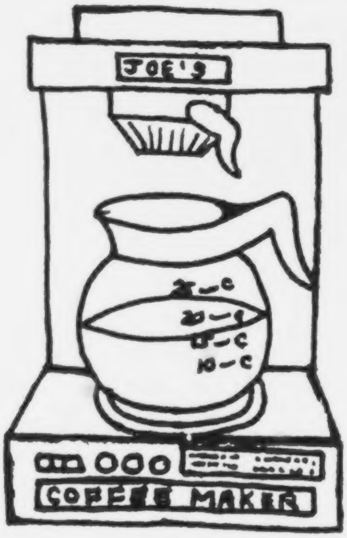
Clean coffee urn after each use. First lift the cover, remove the filter, and empty grounds in designated area. Then, drain the urn and close drain. Rinse drain and urn, close drain and remake coffee as needed.

Additionally, clean coffee urn each day. Close drain. Fill partially with hot water, scrub urn with long handled gong brush. Then, drain the urn and flush with hot water. Clean glass gauge and faucet. Fill urn partially with water, leave urn open. Clean, wipe and dry outside of urn.

Automatic Drip Method

Place filter in basket and add pre-measured coffee. Place filter basket in place. Turn start button to on.

When coffee is brewed, remove grounds. Dump filter and coffee grounds in designated area. Then, rinse with hot water and let air dry.



DIRECTIONS: Read and study the following information for use with the Activities.

There are three types of tea: black, green, and oolong. In our country, black tea is the most popular. Orange pekoe is considered the highest quality black tea because of its delicate flavor. Tea can be prepared from loose tea leaves or from tea bags. Food service facilities prefer tea bags because they are more convenient.

Hot Tea

To prepare individual servings of hot tea, place one bag in a small 2-cup capacity pot (usually stainless).

Pour freshly boiled water over the bag to steep the tea (extract flavor). Then, warm a teacup by rushing hot water over it. Immediately serve; the pot, cup and saucer, an extra pot of hot water, lemon, cream, and sugar. Quality tea is easy to prepare if each of these steps is accurately followed.

Iced Tea

When preparing quantity servings of iced tea, follow the manufacturer's or purveyor's directions. Usually 2 oz. of tea are prepared with 1 quart boiling water plus 3 quarts cold water. Iced tea is best chilled before serving. If the tea is not chilled, the ice melts too fast and produces watery tea. Iced tea is served in a tall glass, with a long-handled iced teaspoon, sugar and a lemon twist or wedge.

Iced tea is prepared by the boiling method or by the "sun" method. The boiling method steps are as follows:

1. Boil 1 quart of fresh cool water
2. Put 2 ounces of tea in a tea cap or use tea bags
3. Place tea in a quart measure and pour boiling water over tea
4. To extract the flavor, steep for 6 minutes and then stir
5. Promptly remove tea
6. Pour liquid in a gallon measure

7. Add 3 quarts cold tap water
8. Serve over ice. Tea may be held for 4 hours without losing its flavor

The "sun" method steps are as follows:

1. Place 2 ounces of tea in a glass gallon jar
2. Pour 1 gallon fresh cool water over the tea
3. Seal with a lid
4. Place the jar in direct sunlight. This method takes from 20 to 60 minutes.
5. Remove the tea
6. Serve over ice

DIRECTIONS: Read and study the following information for use with the Activities.

In addition to brewed coffee and tea, the Nutrition Aide may prepare punch, hot chocolate, fruit drinks, and fruit juices.

Typically these beverages are quick and easy to prepare. Most of the time they are prepared in the kitchen.

Punch

Punch is economical and convenient to serve at banquet and buffet service. The wise supervisor will use leftover canned fruit syrups and weak tea for a punch base. Also, canned, frozen, fresh or powdered fruit juices can be used. Punch should be made strong so that melting ice will not dilute it to the point of tasting flat. The punch flavors must blend together neither producing too sweet nor too tangy a flavor.

Hot Chocolate

Hot chocolate is usually prepared from individually packaged mixes or where service is heavier the mix may be dispensed from a machine. The chocolate is processed to blend instantly with a hot liquid. This beverage should be served very hot (180°F.) in a preheated mug or cup. A spoonful of whipped cream or a marshmallow makes an attractive garnish. Good quality hot chocolate will be rich brown with some body (more than chocolate milk).

Fruit Drinks and Fruit Juices

Fruit drinks will be portioned as directed on the package or can. Accurate portioning will result in a flavorful drink. Fruit juices are prepared from canned, frozen, fresh, or powdered forms. Fruit juices are purchased in No. 10 cans. Powdered juices are commercially prepared by removing the water from a highly concentrated mixture while frozen concentrates are products which have had only part of the water removed. Some food service facilities prepare fresh squeezed orange juice. One crate of oranges will yield from 17 to 20 quarts of juice.

Fruit juices served as appetizers should be served in 4 or 5 ounce chilled glasses (½ cup). Keeping the juice in a refrigerator long enough to chill it thoroughly is preferable to adding ice which dilutes the juice.

DIRECTIONS: Read and study this information for use with the Activities.

Sometimes it is necessary to prepare liquid nourishments for patients/clients. Sometimes they are as simple as dissolving bouillon cubes in water for broth. Other times it may mean making a nourishing milkshake out of ice cream, malt, and egg yolk and milk. Sometimes the liquid nourishment is already prepared and is merely opened and given to the patient/client in a glass. Whatever the nourishment, the Nutrition Aide must be able to follow directions and prepare it as requested.

Ask your instructor for a recipe for a special liquid nourishment and prepare it according to directions. The instructor will check the results. This will be both the pretest and post-test. If you did not follow directions and the product was unsatisfactory, you will be asked to repeat the process.

POST-TEST: 6.12

DIRECTIONS: Brew coffee, clean coffee equipment.

Coffee Performance Rating Sheet

After completing the coffee preparation you and your instructor will evaluate your skills. First, you will be evaluated for food preparation. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale:

Excellent. . . . . Poor

1 2 3 4 5

Enter your rating in Column No. 1. Your instructor will use Column No. 2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. follows manufacturer's recommendations		
7. weighs/measures ingredients		
8. uses hand-tool techniques		
9. uses stationary equipment		
10. follows portion control		
11. garnishes		
12. processes for service		
13. cleans work area (equipment, too)		
14. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. fresh (not stale)		
2. mellow (not bitter)		
3. hot 180°F		
4. clean		
5. pleasing aroma		
6. free of oily, greasy film		

Posttest:

Directions: Brew tea (iced or hot).

Tea Performance Rating Sheet

After completing the tea preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent..poor

1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. weighs/measures ingredients		
8. uses stationary equipment		
9. follows portion control		
10. garnishes		
11. processes for service		
12. processes for storage		
13. cleans work area (equipment, too)		
14. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		

Product Performance	Column #1	Column #2
1. clear (not cloudy)		
2. delicate flavor		
3. steeped		
4. steamy (hot tea) 180°F.)		
5. icy (iced tea)		
Average Rating		

Posttest:

Directions: Prepare punch, hot chocolate, and/or fruit juice/drink.

Punch, Hot Chocolate, and Fruit Juice/Drink
Performance Rating Sheet

After completing the beverage preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent	....	....	....	........poor
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe/follows package directions		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients/portions		
12. uses stationary equipment		
13. follows portion control		
14. garnishes (optional)		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		

	Column #1	Column #2
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. flavorful		
2. chilled 35°F (fruit juices)		
3. hot 180°F (hot chocolate)		
4. rich brown color (hot chocolate)		
5. well blended/no sediment (hot chocolate)		
6. definite body/not watery (hot chocolate)		
7. garnished (optional)		
Average Rating		

Key

Pretest:

1. Instructor's satisfaction

Coffee Checklist

		Yes	No
a.	Assembles equipment and supplies		
b.	Uses personal hygiene		
c.	Follows personal safety habits		
d.	Uses sanitation techniques		
e.	Follows safety procedures		
f.	Follows manufacturer's recommendations		
g.	Weighs/measures coffee and water		
h.	Assembles coffee equipment		
i.	Cleans coffee equipment		
j.	Follows portion control		
k.	Processes for service		
l.	Cleans work station		
m.	Returns equipment and supplies		
n.	Works without breakage or waste		
o.	Shows pride in work		
p.	Uses time effectively		
q.	Shows initiative		
r.	Shows dependabilty		
s.	Makes sound decisions		
t.	Cooperates with others		

Posttest:

Average of "3" or better from "Coffee Performance Rating Sheet."

Key

Pretest:

1. Instructor's satisfaction

Tea Checklist

		Yes	No
a.	assembles equipment and supplies		
b.	uses personal hygiene		
c.	follows personal safety habits		
d.	uses sanitation techniques		
e.	follows safety procedures		
f.	follows manufacturer's recommendations		
g.	weighs/measures		
h.	uses tea cap (optional)		
i.	boils water		
j.	follows portion control		
k.	processes for service		
l.	cleans work station		
m.	returns equipment and supplies		
n.	works without breakage or waste		
o.	shows pride in work		
p.	uses time effectively		
q.	shows initiative		
r.	shows dependability		
s.	makes sound decisions		
t.	cooperates with others		

Posttest:

Average of "3" or better from "Tea Performance Rating Sheet."

Key

Pretest:

1. Instructor's satisfaction

Punch, Hot Chocolate, Fruit Juice/Drink Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. reads package directions	___	___
c. follows package directions	___	___
d. uses safety/sanitation procedures	___	___
e. portions ingredients	___	___
f. processes for service	___	___
g. serves at desired temperature	___	___
h. processes for storage	___	___
i. returns equipment and supplies	___	___

Posttest:

Average of "3" or better on "Punch, Hot Chocolate, and Fruit Juice/Drink Performance Rating Sheet."

SOURCES:

Wood, Marion A., Hams, Katharine W. and Provo, Dorothy M., *Quantity Recipes*, Cornell University, Ithaca, New York, 1966.

Ray, Mary F. and Lewis, Evelyn J., *Exploring Professional Cooking*, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Kotschevar, Lendal H., *Quantity Food Production*, Cahners Books, Boston, Massachusetts, 1966.

Haines, Robert G., *Food Preparation for Hotels, Restaurants and Cafeterias*, American Technical Society, Chicago, Illinois, 1973.

Food Service and Production (Student Guide), Mid-America Vocational Curriculum Consortium, 1976.

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

JOB SKILL: Prepare Special Food Items as Needed By Patients/Clients

PERFORMANCE OBJECTIVE:

Upon receiving a special diet order, the student will be able to prepare the food items as needed with 100% accuracy.

MATERIALS NEEDED:

1. Pen and pencil
2. Special diet requests
3. A scale which measures grams
4. Ingredients for special salads
5. Whole loaf of bread
6. Food grinder or blender
7. Food strainer
8. Food for grinding or blending or straining
9. Ingredients for making pudding
10. Food for making other special diet foods
11. Ingredients for making diet salad dressing
12. Special diet cookbooks

PRETEST:

Ask the instructor for scales which weigh in grams. Obtain can of tuna from instructor, carrots, celery, saltine crackers, mayonnaise, milk and bread.

From these ingredients do the following:

1. Cook the four carrots without salt and then weight out 73 grams of them
2. Weight out 85 grams of tuna which is packed in water
3. Clean two stalks of celery and weigh out 57 grams of celery
4. Obtain 15 grams of saltine crackers
5. Weigh out 128 grams of mayonnaise
6. Measure out 1 cup of milk
7. Weigh 28 grams of whole wheat bread
8. Weigh out 32 grams of white flour

Have your measurements checked by the instructor.

Look up in the National Dairy Council's pamphlet, "Comprehensive List of Foods" what the equivalent measurement are in cups, number or whatever is given. See how your measurements and the information given in the pamphlet agree.

Now do the following items on a pretest by circling the correct numbers:

T F 1. A person on a sodium-free diet would be permitted to have soda crackers.

T F 2. In adapting food for a diet you could grind it or blend the ingredients.

T F 3. A special diet salad dressing will probably not have oil in it.

T F 4. Weighing ingredients for baking usually takes a baker'sscale.

T F 5. Puddings cannot be made without sugar.

Make a simple pudding for a diabetic diet following a special recipe. Have the instructor check it.

DIRECTIONS: Read and study this information for use with Activities.

Before a Nutrition Aide can prepare special food items needed for patients/clients, he or she must be able to read a recipe, measure ingredients accurately, and know what type of diet the patient/client has. For example, if food is to be made easier to chew, the Nutrition Aide will *adapt prepared food* that is on the "regular diet" by grinding it or putting it in the blender so it is broken into fine particles that require little chewing. Sometimes diet cookbooks are used to prepare *special salads, salad dressings, puddings and other food on special diets*. Often ingredients can be substituted for other ones, such as using lemon juice rather than a butter sauce on fish when low fat is needed.

It is important to understand what is needed in the diet and what foods are allowed on a diet. Most health facilities have master lists which can be consulted. In *preparing sodium-free foods*, salt cannot be used in cooking. In some instances, a sodium substitute is used, but mostly herbs and lemon juice are used to give flavor rather than salt. Occasionally diets just require you to restrict the size of the portion, and then it means the *weighing of a portion of bread* or whatever food is required. It is essential, however, that both the use of recipe and measuring is accurate.

Recipes

All recipes have common parts. Before selecting a quantity standardized recipe, check to see that it lists each of these: name, amount of ingredients needed, step-by-step directions, cooking temperature, cooking time, yield (portions), and size of servings.

Always familiarize yourself with the recipe before starting to work. Check to see that the ingredient proportions seem reasonable. For instance, if you were preparing a sauce, are the liquid ingredients (stock, water, milk, etc.) sufficient to create a sauce consistency? Read through the step-by-step directions. Do you know what to do first, second, third? Do you have enough time to adequately complete this recipe? Do you understand what the recipe is asking you to do? Check the cooking temperature and time. What kind of oven will you use? Chilled products like meat or a casserole will take longer to cook than products at room temperature. Convection temperatures are lower than conventional baking temperatures. Does your recipe specify the yield and serving size you need? If not, your supervisor will need to make necessary adjustments.

Measuring

Most recipes are given in weight, however, some are given in measures. Metal cups, spoons, and scoops or dippers are used to measure ingredients. A baker's scale and portion scales are used to weigh ingredients.

Common recipe abbreviations are:

t. or tsp. = teaspoon
T. or tbsp. = tablespoon
pt. = pint
qt. = quart
gal. = gallon
oz. = ounce
lb. = pound
bch. = bunch

Metal cups - these measures are round with a slight lip and handle for easy pouring.

Measuring cup and spoon sets - these cups are used for small measuring needs. They are available in 1, ½, 1/3 and ¼ cup measures. Measuring spoons are available in 1 tbsp., 1 tsp., ½ tsp., ¼ tsp., 1/8 tsp.

Scoops and dippers - in addition to portion control, scoops and dippers accurately measure ingredients such as ice cream and bread dressing. Scoop/dipper sizes and approximate measure are listed here:

Scoop or Dipper Number	Level Measure
8	½ cup
10	2/5 cup
12	1/3 cup
16	¼ cup
20	3-1/5 tablespoons
24	2-2/3 tablespoons
30	2-1/5 tablespoons
40	1-3/5 tablespoons

Baker's scale - always balance the scale before beginning to weigh ingredients. Most recipe ingredients, liquid and dry, are weighed for accuracy. The beginning food service employee will, however, usually measure rather than weigh liquids.

Portion scale - used for measuring food servings. Check to see that the scale is "zeroed" before weighing food.

The food service employee must be very accurate when measuring ingredients. Measuring too much liquid will cause soupy consistencies while measuring too much flour will cause dry consistencies. Check with your supervisor if recipe adjustments are needed or if you are uncertain about how to measure an ingredient. It is more wise to ask for clarification then to go ahead on your own and make a costly mistake.

ACTIVITY 1:

DIRECTIONS: Watch your instructor demonstrate how to weigh and measure recipe ingredients. Practice and become familiar with these procedures.

Equipment

High quality food products are likely to result when food service employees are competent in equipment usage. Equipment in the food service facility is divided into two main groups; hand tools or utensils, and stationary equipment. Hand tools are generally small in size and can be found hanging on the equipment rack or stored in drawers or cabinets. Stationary equipment is heavy; it is placed in one definite place and very seldom, if ever, moved.

ACTIVITY 2:

DIRECTIONS: List the letter of the following recipe parts on the left and match with the specific recipe examples.

RECIPE PARTS	EXAMPLE OF RECIPE PART
1.____serving size	A. Orange Cookies
2.____yield	B. 300 grams shortening
3.____time	20 grams sugar

RECIPE PARTS

4.___temperature

5.___directions

6.___amount of ingredients needed

7.___name

EXAMPLE OF RECIPE PART

3 egg yolks

3 tablespoons grated orange and lemon rind

345 grams flour, all-purpose

3 egg whites, unbeaten

1½ cups nuts, chopped fine

List below what equipment you would probably need.

1.

2.

3.

4.

5.

DIRECTIONS: Prepare special diet item given to you by your instructor. Then complete this rating sheet.

Food Performance Rating Sheet

After completing the food preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluted on the completed product. Use the following rating scale.

Excellent. . . . . .Poor				
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		

	Column #1	Column #2
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. color good		
2. attractive looking		
3. flavor good		
4. overall eye appeal		
Average Rating		

PRETEST: KEY

Weighing of ingredients is to the instructor's satisfaction.

The student can check out own measurements by looking in the pamphlet, "Comprehensive List of Foods" published by the National Dairy Council.

T [✓ F] 1. A person on a sodium-free diet would be permitted to have soda crackers.

[✓ T] F 2. In adapting food for a diet you could grind it or blend the ingredients.

[✓ T] F 3. A special diet salad dressing will probably have oil in it.

[✓ T] F 4. Weighing ingredients for baking usually takes a baker's scale.

T [✓ F] 5. Puddings cannot be made without sugar.

POST-TEST:

The rating of the Food Performance Rating Sheet will depend on the success of the product.

ACTIVITY 2:

1. - G
2. - F
3. - E
4. - D
5. - C
6. - B
7. - A

List of Equipment:

Mixing bowl
Waxed paper
Sifter
Baker's scales
Measuring spoons
Grater
Mixing spoon
Cookie sheets

SOURCES:

Fast Food Services Competency Based Teaching Modules, Occupational Home Economics Education Series, American Home Economics Association, 1977.

Haines, Robert G., *Food Preparation for Hotels, Restaurants and Cafeterias*, American Technical Society, Chicago, Illinois, 1973.

Ray, Mary F. and Lewis, Evelyn J., *Exploring Professional Cooking*, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

JOB SKILL: Arrange Dining Room For Service

PERFORMANCE OBJECTIVE:

*When asked to arrange the dining room for service, the student will be able to set the tables for breakfast, lunch and dinner with 100% accuracy.

*When asked to arrange the dining room for service, the student will be able to set up tables for buffet service and for cafeteria service with 100% accuracy.

*When asked to arrange the dining room for service, the student will be able to set up tables for tray service for patients, clients who eat in the dining room with 100% accuracy.

MATERIALS NEEDED:

1. Pen or pencil
2. Tables
3. Chairs
4. Flatware
5. Glassware
6. Dinnerware
7. Napkins

MATERIALS NEEDED (continued)

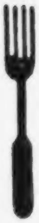
8. Tablecloth
9. Place mats
10. Ashtray (optional)
11. Salt and pepper shakers
12. Sugar bowl
13. Centerpiece
14. Buffet table and suitable utensils
15. A tray

Pretest:

Directions: Answer the following questions and perform the following skill activity.

1. Identify the flatware and dinnerware pictured below by writing the correct names in the blanks provided.

a. ________



b. ________

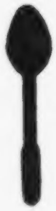
c. ________

d. ________

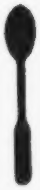
e. ________

f. ________

g. ________



h. ________



i. ________

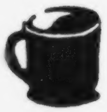
j. ________

k. ________

l. ________

m. ________

n. ________



o. ________

p. ________

q. ________

2. Define what is meant by "American service."

3. Define what is meant by a "cover."

4. Draw a basic breakfast cover.

Table Edge

5. Draw a basic lunch cover.

Table Edge

6. Draw the correct placement for each of these items on a buffet table.

   a. beverage
   b. entree
   c. plates
   d. salad dressing
   e. butter
   f. soup
   g. green beans

Front

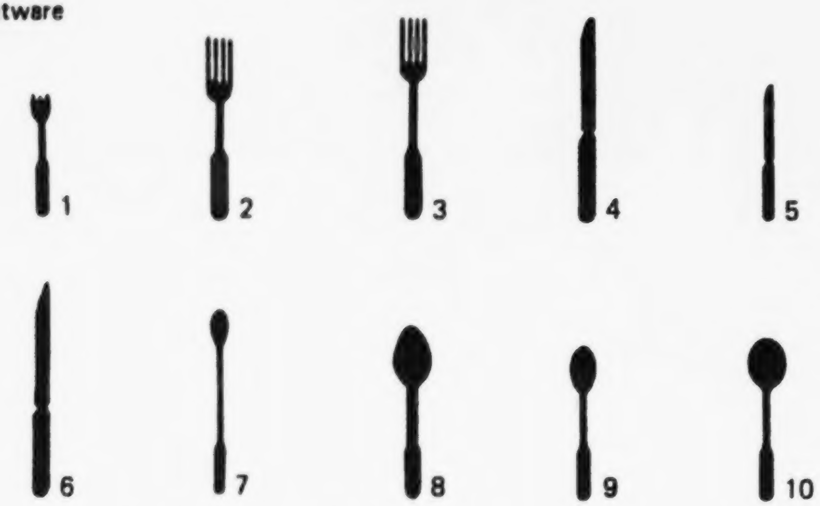
INFORMATION 8.5

DIRECTIONS: Read and study the information for use with the Activities.

Kinds of Flatware and Dinnerware

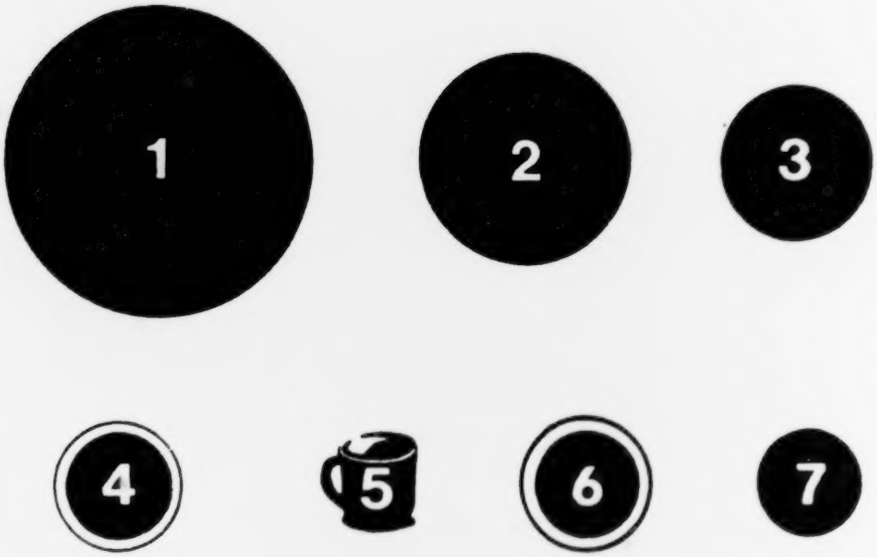
Common flatware and dinnerware pieces are as follows:

Flatware



1. Cocktail fork or oyster fork
2. Salad fork
3. Dinner fork
4. Dinner knife
5. Butter knife
6. Steak knife
7. Iced teaspoon or parfait spoon
8. Serving spoon
9. Teaspoon
10. Soup spoon

Dinnerware



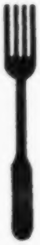
1. Dinner plate
2. Salad or dessert plate
3. Butter plate
4. Soup or salad bowl
5. Coffee cup
6. Saucer
7. Monkey dish (fruit dish)

Activity 1:

Directions: Identify the flatware and dinnerware pictured below by writing the correct names in the blanks provided.

a. __________

b. __________



c. __________

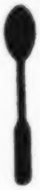
d. __________

e. __________

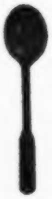
f. __________

g. __________

h. __________



i. __________

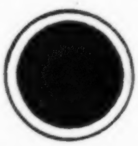


j. __________

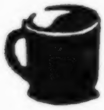
k. ______________

l. ______________

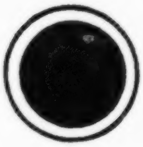
m. ____________



n. __________



o. __________



p. __________

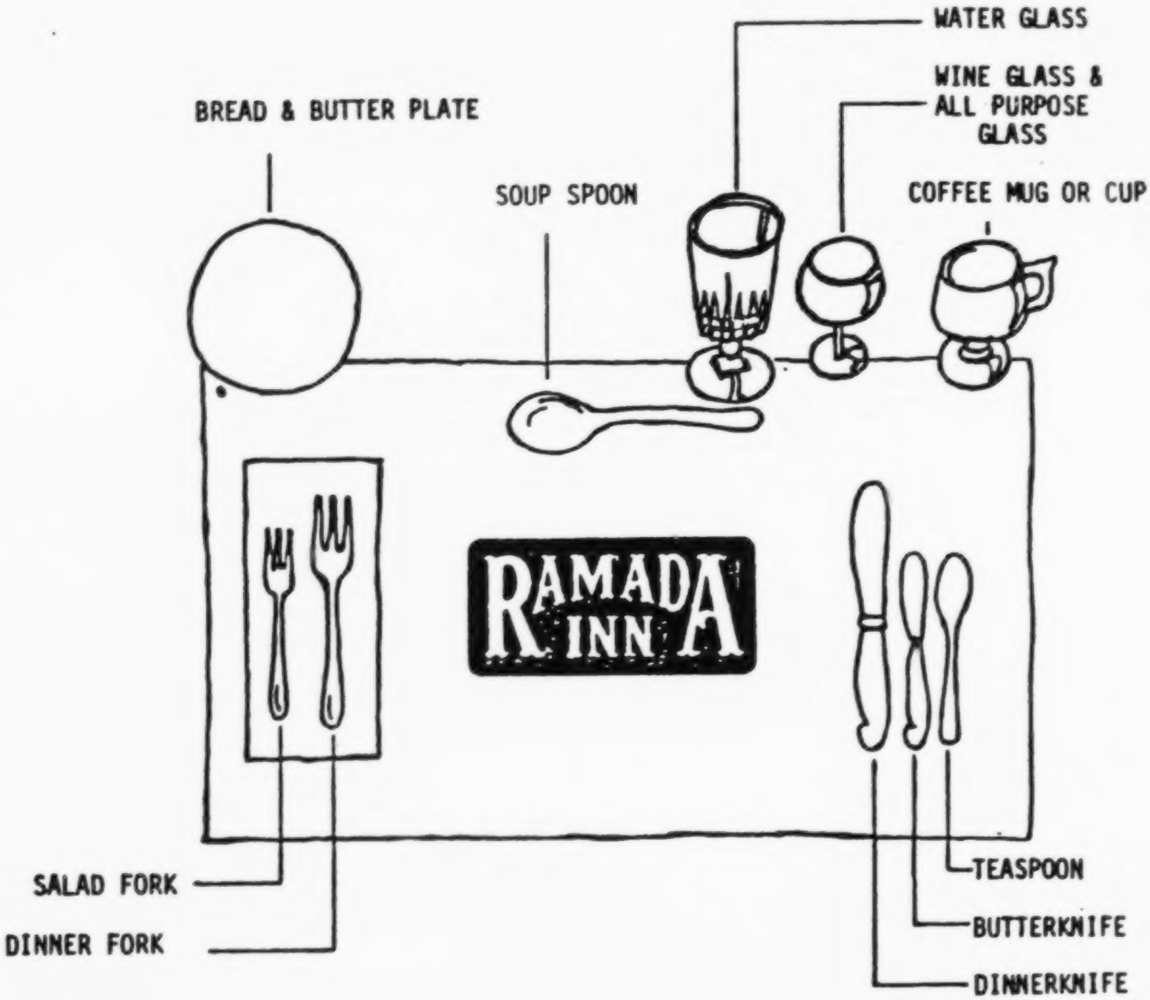
q. __________

Rules for Table Setting 8.8

Sometimes the Nutrition Aide is responsible for setting the table for the type of meal (breakfast, lunch, dinner) to be served. The most common type of service is American service. This means that the food is plated in the kitchen and then served to the clients/patients from trays.

Laying the Cover

The cover is an imaginary area of approximately 24 x 15 inches within which one place setting is put with necessary flatware, dinnerware, glassware, and napkin. A typical cover looks like this:


WATER GLASS
WINE GLASS & ALL PURPOSE GLASS
BREAD & BUTTER PLATE
SOUP SPOON
COFFEE MUG OR CUP
RAMADA INN
SALAD FORK
DINNER FORK
TEASPOON
BUTTERKNIFE
DINNERKNIFE

Setting the Flatware

Flatware is set by order of use. The flatware the patient/client will use first is placed on the outside of the place setting. For example, the salad fork is on the outside of the dinner fork because customers eat their salads before the main course. Follow these flatware placement rules:

1. Place knives and forks 9 inches apart so a dinner plate can easily rest between them.
2. Forks go to the left of the plate.
3. Knives are placed to the right of the plate with the cutting edge toward the plate.
4. Spoons go to the right of the knives.
5. All flatware is placed perpendicular to and 1 inch from the table edge.
6. Butter knives rest across the top of the bread and butter plate alongside the plate or, beside the knife. The cutting edge of butter spreader is turned toward the butter plate.

Setting the Dinnerware and Glassware

Additional items to complete the cover are positioned for easy patient/client access. Follow these placement rules:

1. Position the bread and butter plate to the left of cover, directly above the meat fork.
2. Place the water glass at the right of cover just above the dinner knife.
3. The napkin can go underneath the forks, to the left of them, or in the center of the cover.
4. The cup and saucer goes to the right of the spoons approximately 2 inches from the table edge with the cup handle pointed away from the dinner plate. It can also be placed to the right of the other beverage glasses.
5. The sugar bowl, salt and pepper shakers, ashtray, and centerpiece are usually placed in the center of a small table. When wall tables for two are set, these items are usually placed on the wall side. When a large table is set up and several sets of sugar bowls and creamers are needed, they are placed at equal

distances down the center of the table, with their handles toward the covers. Salt and pepper shakers are placed between the covers on a line parallel with the water glasses.

ACTIVITY 2:

DIRECTIONS: Answer the following questions:

T F 1. The term "American service" means to place serving dishes at the table so guests can fill their plates.

T F 2. A cover is an imaginary area of approximately 24 x 15 inches for each guest's flatware, dinnerware and glassware.

T F 3. Flatware is positioned by order of use, from the inside out.

T F 4. Place knives and forks 16 inches apart.

T F 5. Knives, forks, and spoons go to the left of the plate on top of the napkin.

T F 6. Cup handles point outward.

T F 7. Butter knives may rest across the top of the bread and butter plate.

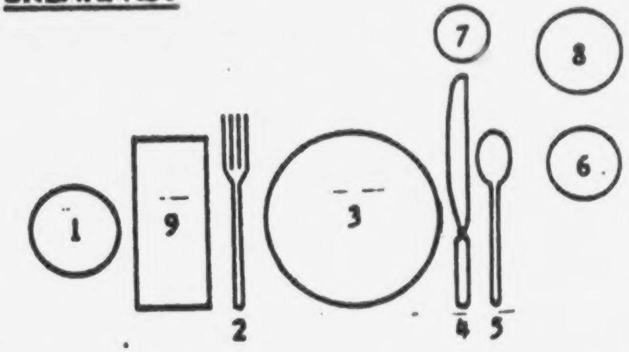
T F 8. The water glass goes at the tip of the fork.

Table Covers in American Service

Each meal uses a slightly different variation of the basic American style cover.

A Breakfast Cover

BREAKFAST

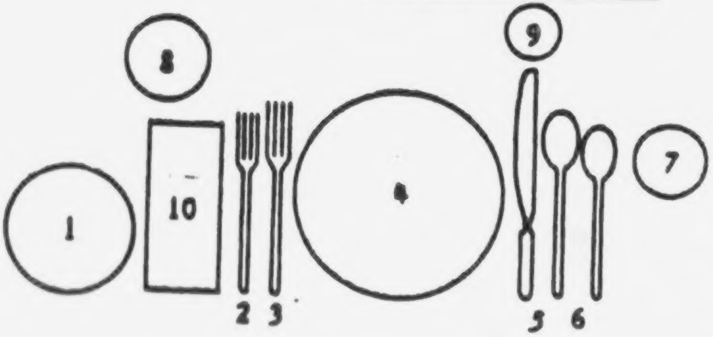


1. **Plate of toast**
2. **Dinner fork**
3. **Breakfast plate**
4. **Knife**
5. **Teaspoon**
6. **Cup and saucer**
7. **Water glass**
8. **Coffeepot on underliner**
9. **Napkin**

A Lunch or Simple Dinner Cover

1. **Salad plate**
2. **Salad fork**
3. **Dinner fork**
4. **Dinner plate**
6. **Spoons**
7. **Cup and saucer**
8. **Bread and butter plate**
9. **Water glass**
10. **Napkin**

LUNCH AND DINNER



Activity 3:

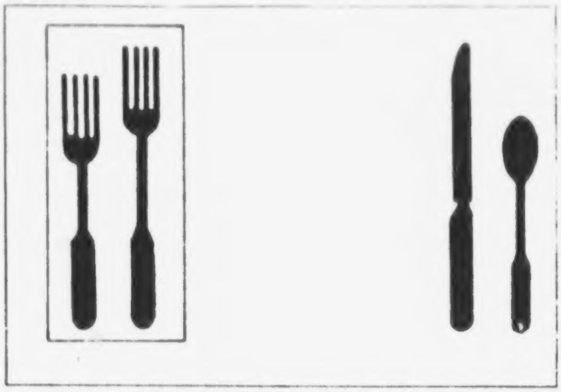
Directions: Draw the following covers.

1. Draw a basic breakfast cover.

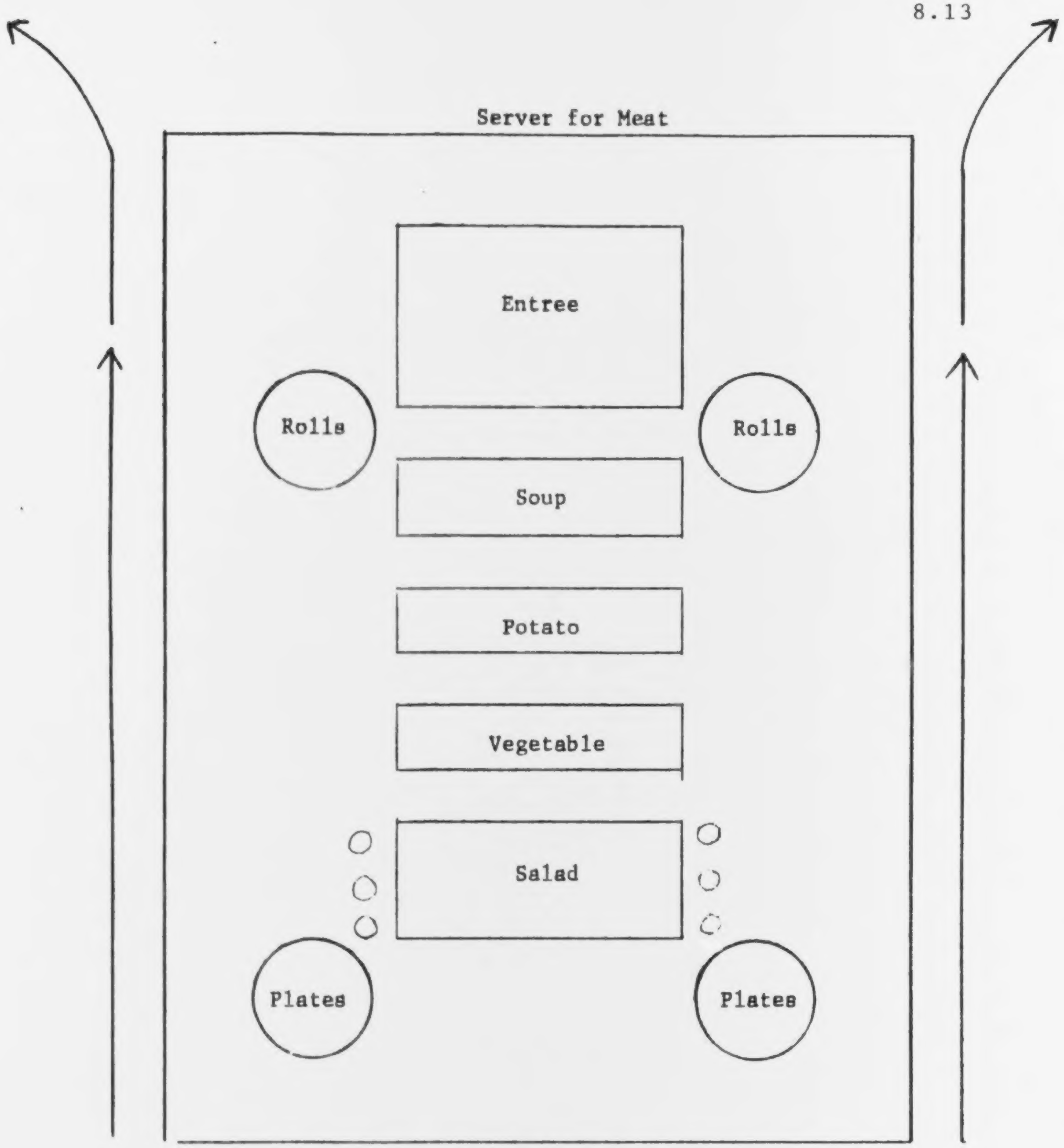
2. Draw a basic lunch cover.

Another way to arrange the dining area for service is with a buffet table. Flatware and napkins are positioned on individual tables for dining while the plates are positioned at the beginning of the buffet line. The buffet line offers an expansive array of attractive dishes placed on serving carts or tables. Each patient/client serves themselves from the displayed food and then selects a dining table. A service person may then take beverage orders from patients/clients after the entire group is seated.

A cover would look like this.



The buffet table will first have salads then vegetables, potatoes, soups and the entree sections. Condiments, rolls, and desserts are next. Beverages are offered last. Each buffet dish must be attractive to the patient/client's eye. It must be replenished as needed. Serving pieces should be spotless and appropriately placed with the food. Patients/clients would be very unhappy to be given only a slotted spoon for the tossed green salad. Your supervisor will determine whether the buffet will be served single or double-sided. Single-sided buffet lines allow the patient/client to travel only on one side while double-sided accommodates faster movement because patients/clients can use either side. If the buffet is double-sided, check to see that food and utensils are positioned so patients/clients on both sides will have easy access. Also, each side of the buffet must be identical. For example, the macaroni salad should be positioned in the same place for both buffet lines. A double-sided buffet line might look like the following illustration.


Server for Meat
Entree
Rolls
Rolls
Soup
Potato
Vegetable
Salad
Plates
Plates

The buffet table will have both hot foods, served from a steam table, and cold foods served from a cold food server sometimes called an ice bain-marie. Before serving time, the perforated inner liner on the cold food service is filled with crushed ice. The cold food is placed on this bed of crushed ice. As the ice melts, the water drips into the lower container. After setting up these tables, use the thermometer to check hot and cold internal food temperatures. Remember to closely regulate food temperatures. Do not allow foods to remain in the "danger zone," 45° - 140° F.

During service, wipe the rims of the containers brought from the kitchen before putting them into the steam table or cold food server. Keep them clean while serving. Wipe up spilled foods immediately and have garnishes attractively arranged.

The simplest table setting is cafeteria style service. Typically, only salt and pepper, a sugar dispenser, and perhaps an ashtray is needed. These items are positioned in the center of the table.

Setting up trays for patients/clients is just like putting a place setting at the table. In most instances, however, the food is put on the plate in the kitchen so the patients/clients will not have to lift heavy serving dishes and spill food or liquids. Usually they are served their beverages after they have been seated, and they are placed on the right side of the tray.

ACTIVITY 4:

DIRECTIONS: Answer the following questions:

1. Identify where these items would appear on a buffet table. Place an "1" by the first item, a "2" by the second item, etc.

______a. tossed green salad

______b. plates

______c. roast beef

______d. rolls

______e. butter

______f. beverages

______g. soup

Posttest:

8.15

Directions: Set tables and arrange a buffet table. Then complete this checklist.

Table Setting Checklist

	Yes	No
1. selects flatware, dinnerware, and glassware	___	___
2. flatware, dinnerware, glassware free from spots	___	___
3. for breakfast service		
a. flatware in correct location	___	___
b. dinnerware in correct location	___	___
c. glassware in correct location	___	___
4. for lunch service		
a. flatware in correct location	___	___
b. dinnerware in correct location	___	___
c. glassware in correct location	___	___
5. for dinner service		
a. flatware in correct location	___	___
b. glassware in correct location	___	___
c. dinnerware in correct location	___	___
6. places food items on buffet table	___	___
7. places serving utensils on buffet table	___	___
8. carries hot and cold food containers	___	___
9. operates steam table	___	___
10. operates cold salad table	___	___
11. garnishes buffet table	___	___
12. covers table, if needed (tablecloth, place mats)	___	___
13. positions chairs	___	___
14. spaces covers	___	___
15. folds napkins	___	___
16. places napkins	___	___
17. positions ashtray, salt and pepper, sugar bowl and centerpiece	___	___
18. table setting neat	___	___
19. table setting attractive	___	___
20. table setting uniform	___	___
21. works quickly	___	___

	Yes	No
22. uses personal hygiene	____	____
23. follows personal safety habits	____	____
24. uses sanitation techniques	____	____
25. works without breakage	____	____

Key

Pretest:

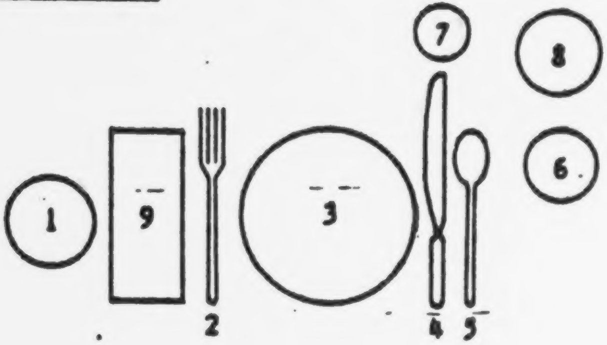
1. a. cocktail fork or oyster fork
   b. salad fork
   c. dinner fork
   d. dinner knife
   e. butter knife
   f. steak knife
   g. iced teaspoon or parfait spoon
   h. serving spoon
   i. teaspoon
   j. soup spoon
   k. dinner plate
   l. salad or dessert plate
   m. butter plate
   n. soup or salad bowl
   o. coffee cup
   p. saucer
   q. fruit dish

2. Food is plated in the kitchen and then served to the guests from trays.

3. An imaginary area of approximately 24 x 15 inches within which one place setting is put with necessary flatware, dinnerware, glassware, and napkin.

4.

BREAKFAST

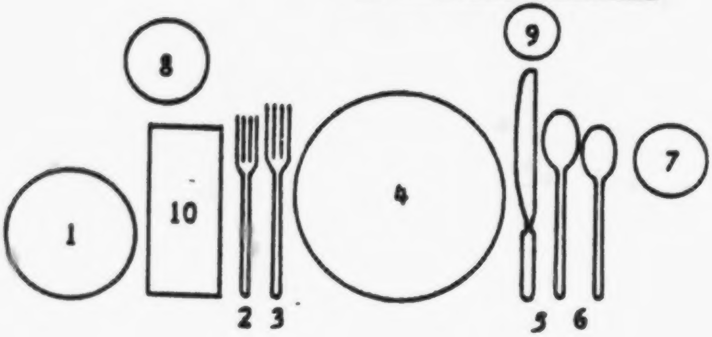


1. Plate of toast
2. Dinner fork
3. Breakfast plate
4. Knife
5. Teaspoon
6. Cup and saucer
7. Water glass
8. Coffeepot on underliner
9. Napkin

5.

LUNCH AND DINNER

1. **Salad plate**
2. **Salad fork**
3. **Dinner fork**
4. **Dinner plate**
6. **Spoons**
7. **Cup and saucer**
8. **Bread and butter plate**
9. **Water glass**
10. **Napkin**



6.

Beverages

Butter

Entree

Soup

Green Beans

Salad Dressing

Plates

7. Instructor's satisfaction

Table Setting Checklist

	Yes	No
8. selects flatware	___	___
9. dinnerware, flatware, glassware free from spots	___	___
for breakfast service		
a. flatware in correct location	___	___
b. dinnerware in correct location	___	___
c. glassware in correct location	___	___

Table Setting Checklist

	Yes	No
10. for lunch service		
a. flatware in correct location	___	___
b. dinnerware in correct location	___	___
c. glassware in correct location	___	___
11. for dinner service		
a. flatware in correct location	___	___
b. glassware in correct location	___	___
c. dinnerware in correct location	___	___
12. covers table, if needed (tablecloth, place mat)	___	___
a. positions chairs	___	___
b. spaces covers	___	___
c. folds napkins	___	___
d. places napkins	___	___
e. positions ashtray, salt and pepper, sugar bowl and centerpiece	___	___
f. table setting neat	___	___
g. table setting attractive	___	___
h. table setting uniform	___	___
i. works quickly	___	___
j. uses personal hygiene	___	___
k. follows personal safety habits	___	___
l. uses sanitation techniques	___	___
m. works without breakage	___	___

Activity 1:

1. a. cocktail fork or oyster fork
   b. salad fork
   c. dinner fork
   d. dinner knife
   e. butter knife
   f. steak knife
   g. iced teaspoon or parfait spoon
   h. serving spoon
   i. teaspoon
   j. soup spoon
   k. dinner plate
   l. salad or dessert plate
   m. butter plate
   n. soup or salad bowl

o. coffee cup
p. saucer
q. fruit dish

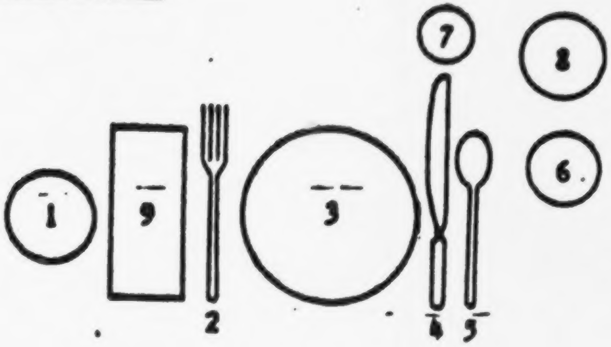
Activity 2:

1. F
2. T
3. F
4. F
5. F
6. T
7. T
8. F

Activity 3:

1.

BREAKFAST

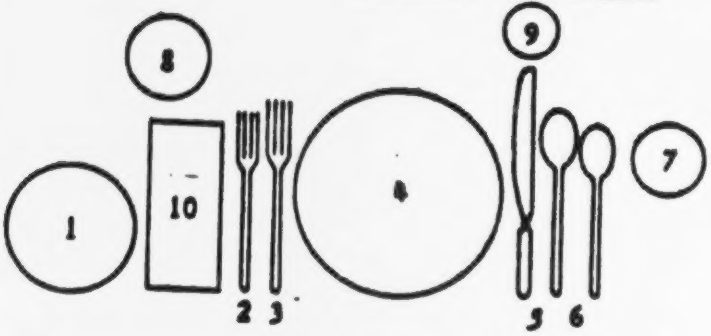


1. Plate of toast
2. Dinner fork
3. Breakfast plate
4. Knife
5. Teaspoon
6. Cup and saucer
7. Water glass
8. Coffeepot on underliner
9. Napkin

2.

LUNCH AND DINNER

1. Salad plate
2. Salad fork
3. Dinner fork
4. Dinner plate
6. Spoons
7. Cup and saucer
8. Bread and butter plate
9. Water glass
10. Napkin

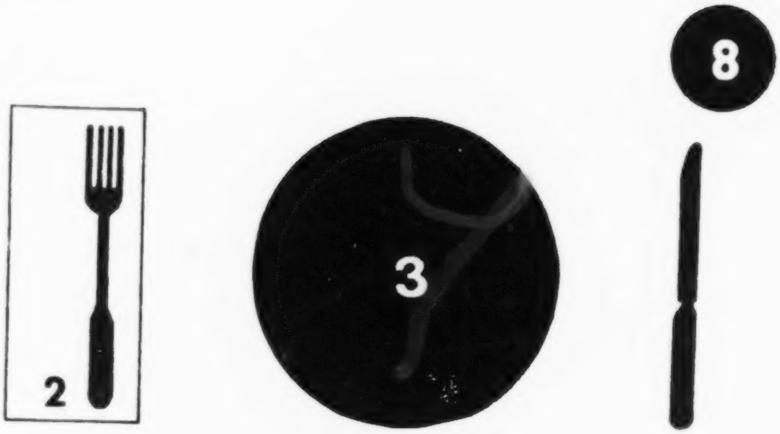


Activity 4:

1. a. 2
   b. 1
   c. 5
   d. 4
   e. 6
   f. 7
   g. 3

2. ice bain-marie

3.



Posttest:

Completion with 100% accuracy of "Table Setting Checklist."

SOURCES:

Food Manual, Ramada Inns, Phoenix, Arizona, 1976.

Evenson, Sylvia and Sterzinger, Sonja, *A Training Guide Waiter Waitress*, Minnesota Curriculum Services Center, White Bear Lake, Minnesota.

Food Service and Production, Mid-America Vocational Curriculum Consortium, 1976.

Food Service Employee, Texas Tech University, Lubbock, Texas, 1975.

Hatchett, Melvin S., *Food Service*, Distributive Education, Instructional Materials Laboratory, University of Texas at Austin, Texas, 1970.

Job Skills: Waiter Waitress, Jobs for Arizona Graduates, Arizona Department of Education, Phoenix, Arizona, 1980.

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

JOB SKILL: Perform Sidework

PERFORMANCE OBJECTIVE:

*When called upon to do sidework, the student is able to fold napkins, replenish condiments and sundries with 100% accuracy.

*When the need arises, the student will be able to load vehicle with necessary items to take to the serving site with 100% accuracy.

MATERIALS NEEDED:

1. Pen or pencil
2. Sundries
3. Condiments
4. Vehicle for transporting to serving site

Menu, Condiment/Sundry Checklist

		Yes	No
1.	assembles supplies	____	____
2.	uses personal hygiene	____	____
3.	uses sanitation techniques	____	____
4.	replenishes condiments	____	____
5.	cleans condiment containers	____	____
6.	replenishes sundries	____	____
7.	cleans sundry containers	____	____
8.	keeps side stand neat	____	____
9.	works without waste	____	____
10.	shows pride in work	____	____
11.	manages time	____	____
12.	shows initiative	____	____

DIRECTIONS: Read and study.

Fold Napkins

Although napkins may be folded in many fancy ways, especially for gourmet restaurants, the nutrition aide would work in more simple facilities where time would not be spent on folding napkins in unique ways. Instead, many of them would be paper ones for children's facilities and health care facilities. In a few instances, linen ones might be used.

Folding them would probably be only a matter of folding paper ones in half and probably linen ones would be treated in the same way.

Replenish Condiments and Sundries

The Nutrition Aide is responsible for keeping their station stocked and ready for use. Condiment containers used on tables in the station should be kept clean and filled. These containers may include salt and pepper shakers, sugar bowls, syrup dispenser, catsup, mustard, mayonnaise, jams and jellies, napkins, toothpicks, and straw dispensers.

Check condiment containers frequently to be sure they are clean and filled. Wipe the outside of the containers with a damp cloth and then polish with a dry cloth. To eliminate waste, use a funnel to fill containers such as salt and pepper.

If sugar bowls are used, check for hard lumps of sugar which may indicate that a damp spoon was placed in it. If this happens, empty the contents and have the bowl washed properly before refilling. If containers with screw tops are used, be sure the top is fastened securely and the spout is clean and unclogged so the contents can flow freely.

Check the openings in salt and pepper shakers and unclog holes with a toothpick when needed. In humid areas, it may be necessary to put rice into salt shakers to prevent the salt from becoming damp.

Individual cream packets or cream pitchers may be used. If cream pitchers are used, be certain the pitcher has been cleaned and sanitized. The container must be free of chips or cracks and be thoroughly cool before filling.

Condiment and sundry containers must be cleaned too. Wipe the outside with a damp cloth. First wipe the top and insides of the covers with a paper napkin to clean off gummy material before finishing with a wet cloth.

The side stand or service unit is located near each station. This is the area where the things needed for table service are kept. Some of the typical side stand supplies include:

1. folded napkins
2. coasters, doilies, or underliners
3. ashtrays and matches
4. warmer with fresh coffee
5. ice and tongs
6. sponges and towels
7. order pads and pencils
8. condiments
9. place mats, tablecloths
10. menus
11. children's bibs, chairs, and favors
12. tip trays
13. dinnerware, glassware, and flatware

The side stand must be kept stocked. It must be constantly checked for supplies that are getting low, containers that need cleaning or refilling, and for a neat appearance. The side stand is often in clear view of the guests and should be kept neat and clean at all times.

POST-TEST:

9.6

DIRECTIONS: For four patients/clients at dinner, make menu suggestions, take orders, place orders, pick up orders, and serve orders.

Taking and Serving Patients/Guests Orders

Checklist

		Yes	No
1.	Assembles equipment		
2.	Uses personal hygiene		
3.	Follows personal safety habits		
4.	Uses sanitation techniques		
5.	Follows safety procedures		
6.	Greets guests		
7.	Describes menu item(s)		
8.	Makes suggestions		
9.	Confirms order		
10.	Answers guests' questions		
11.	Takes orders		
12.	Records orders		
13.	Collects menus		
14.	Places orders		
15.	Operates order wheel (if used)		
16.	Loads tray		
17.	Carries tray		
18.	Serves from tray		

	Yes	No
19. Uses table service techniques	____	____
20. Replenishes food and beverages	____	____
21. Works without breakage	____	____
22. Shows pride in work	____	____
23. Manages time	____	____
24. Cooperates with others	____	____
25. Contributes to a team effort	____	____

PRE-TEST KEY 9.8

DIRECTIONS: Replenish condiments and sundries to Instructor's satisfaction.

Menu, Condiment/Sundry Checklist

	Yes	No
1. assembles supplies		
2. uses personal hygiene		
3. uses sanitation techniques		
4. replenishes condiments		
5. cleans condiment containers		
6. replenishes sundries		
7. cleans sundry containers		
8. keeps side stand neat		
9. works without waste		
10. shows pride in work		
11. manages time		
12. shows initiative		

POST-TEST: KEY

Instructor's satisfaction.

SOURCES:

Evenson, Sylvia and Sterzinger, Sonja, *A Training Guide Waiter Waitress*, Minnesota Curriculum Services Center, White Bear Lake, Minnesota.

Food Service Employee, Texas Tech University, Lubbock, Texas, 1975.

Hatchett, Melvin S., *Food Service* (A Distributive Education Manual), The University of Texas at Austin, Texas, 1970.

JOB SKILL: Perform Table Cleaning and Clearing Duties

PERFORMANCE OBJECTIVE:

*During and after the meal is served, the student will be able to clean up spills, remove soiled dinnerware, glassware, flatware, paper products and condiments from the table with 100% accuracy (dinnerware and glassware not broken, utensils not dropped or food spilled).

*After the completion of serving, the student will be able to remove food from the buffet table, store it properly, and put away the serving jackets and other utensils with 100% accuracy.

MATERIALS NEEDED:

1. Pen or pencil
2. Table/chairs
3. Tableware
4. Bus towel
5. Napkins
6. Tools for crumbing
7. Bus/cart/tray
8. Ice bain-marie
9. Warmer server
10. Serving trays for buffet service

PRETEST:

DIRECTIONS: Perform the following skill activity:

1. Clean and clear tables by cleaning up spills, replacing ashtrays, crumbing tables, and removing dinnerware. Ask your instructor to check your skills.

INFORMATION

DIRECTIONS: Read and study.

Table Cleaning

Spills should be wiped up immediately without embarrassment to the patients/clients. A clean towel should be used to blot up liquids. If a stain remains, a clean napkin can be placed over the affected area and table items arranged so the guest will be able to forget the spill and resume dining.

Between courses, crumb tables and dispose of paper articles. You may use a brush or simply a folded napkin. Crumbing is most important when hard rolls or crusty breads have been served. Your actions should not disturb patients/clients' conversation. Never pick up crumbs with your fingers or make any comments regarding the amount of crumbs on the table.

After every course, soiled dishes and condiment containers should be removed from the left and the beverage from the right. Platters and other serving dishes should be removed first or they may be removed as soon as they are empty. Hot tea and coffee service should be left until after the completion of the dessert course. Water glasses should remain on the table and should be filled as long as the patients/clients are seated.

Table Clearing

Use trays or carts to save steps and to decrease the amount of time spent on the task. When carrying the loaded trays or pushing carts, watch where you are going. Do not go too fast. As a safety precaution, back through the door to the kitchen or dishroom. This helps to prevent spills if someone happens to be coming through the door at the same time.

Take care to pick glassware up by the base, utensils by the handles, and plates by the rim. This practice helps protect the employee from any diseases or illnesses the patients/clients may have.

Clear tables and stations as quietly and as quickly as possible. Other patients/clients should be unaware of your activities.

Pick up all of one item, such as glassware, before starting with another item. This practice helps to speed up the task.

Scrape dishes into the proper container yet never in view of patients/clients. Stack dishes according to size, with large dishes on the bottom. Do not stack glasses or coffee cups. Glasses can become firmly stuck together and stacked cups tip over easily. Instead, lay them on their sides. Place silverware in appropriate containers or together in one place.

Remove tablecloth or place mats from the table by folding them so that the crumbs will not fall on the floor. Dispose of paper goods and place soiled linen in designated receptacle.

After clearing a table, wipe it clean with a towel used only for table top. Use a second dry towel, or napkin for wiping seats. Wipe crumbs into your hand or onto a plate, not onto the floor.

When depositing dirty dishes in the dishroom, do it in an organized way. Place plates of the same size in stacks and silverware in a presoak solution or in bins with silverware of the same kind. Put glasses and cups upside down in cup and glass racks.

If there has been a buffet table, it is necessary to put away the food after the patients/clients finish filling their plates. While serving, occasionally check to make sure that ice is surrounding the cold foods and the hot foods are being kept hot by a steam jacket or other suitable method such as a lighted fire under them. In order to keep foods safe from contamination, the proper temperature must be maintained.

After the food is removed and stored properly, all the serving accompaniments must be put away and the ice jackets and steam jackets emptied, dried out and put away.

Posttest:

Directions: Clean and clear tables by cleaning up spills, replacing ashtrays, crumbing tables, and removing dinnerware.

Cleaning and Clearing Tables Checklist

	Yes	No
1. uses personal hygiene	___	___
2. follows personal safety habits	___	___
3. uses sanitation techniques	___	___
4. follows safety procedures	___	___
5. cleans up spills during table service	___	___
6. covers stain with napkin (if needed)	___	___
7. replaces soiled ashtrays during service	___	___
8. crumbs table during service	___	___
9. crumbs are removed	___	___
10. guests are not disturbed	___	___
11. removes soiled dinnerware from tables during service	___	___
12. removes paper items from table during service	___	___
13. removes dinnerware	___	___
14. stacks by like items	___	___
15. works without breakage	___	___
16. loads bus tray or cart	___	___
17. works quietly	___	___
18. picks up glassware by base	___	___
19. picks up dinnerware by rim	___	___
20. picks up flatware by handle	___	___
21. cleans tables and chairs	___	___
22. removes tray or cart to dishroom	___	___
23. shows pride in work	___	___
24. manages time	___	___
25. contributes to a team effort	___	___

Key

Pretest:

1. Instructor's Satisfaction

Cleaning and Clearing Tables Checklist

	Yes	No
a. uses personal hygiene	___	___
b. follows personal safety habits	___	___
c. uses sanitation techniques	___	___
d. follows safety procedures	___	___
e. cleans up spills during table service	___	___
f. covers stain with napkin (if needed)	___	___
g. replaces soiled ashtrays during service	___	___
h. crumbs table during service	___	___
i. does not disturb guests	___	___
j. removes soiled dinnerware from tables during service	___	___
k. removes paper items from table during service	___	___
l. removes dinnerware	___	___
m. stacks by like items (when appropriate)	___	___
n. works without breakage	___	___
o. loads bus tray or cart	___	___
p. works quietly	___	___
q. picks up glasses by base	___	___
r. picks up dinnerware by rim	___	___
s. picks up flatware by handle	___	___
t. cleans tables and chairs	___	___
u. removes tray or cart to dishroom	___	___
v. shows pride in work	___	___
w. manages time	___	___
x. contributes to a team effort	___	___

Posttest:

Completion of "Cleaning and Clearing Tables Checklist."

SOURCES:

Evenson, Sylvia and Sonja, Sterzinger, A Training Guide Waiter Waitress, Minnesota Curriculum Services Center, White Bear Lake, Minnesota.

Food Service Employee, Texas Tech University, Lubbock, Texas, 1975.

Hatchett, Melvin S., Food Service (A Distributive Education Manual), The University of Texas at Austin - Austin, Texas, 1970.

Food Manual, Ramada Inns, Phoenix, Arizona, 1976.

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

JOB SKILL: Arrange Serving Area for Tray Service

PERFORMANCE OBJECTIVE:

When necessary to serve patients/clients from a tray line, the student will be able to arrange the serving area for tray service with 100% accuracy.

MATERIALS NEEDED:

1. Pen or pencil
2. Area for tray service
3. Tray
4. Tray covers
5. Menu slips or tray cards
6. Warmers or steam table
7. Ice jackets or place on set-up where ice may be placed
8. Tables and chairs
9. Flatware
10. Glassware
11. Dinnerware

PRETEST

Circle the correct answer:

T F 1. Tray covers are placed on trays to keep the plates from sliding while carrying the tray.

T F 2. Cold foods are usually in the middle of a serving line.

T F 3. Menu slips or tray cards are used to indicate what a patient/client can eat.

T F 4. Hot foods are placed in pans on the bare counter and served quickly.

T F 5. Cold food should be maintained at about 45^{o} to 34^{o}.

Draw a diagram of a health facility serving line which should consist of trays, utensils, salads, hot foods, beverages, bread or rolls and desserts. Indicate roughly which type of items should go where on the serving line.

DIRECTIONS: Read and study this information.

In some situations food is set up so that patients/clients can go through a serving line and pick up their choices of food. Before the line can be set up, some provision must be made for keeping the hot food hot and the cold food cold, or the food may become contaminated. If the set-up for the serving line is not a regular institutional set-up with refrigeration on one part and a steam table on another part, then it is necessary to store or place the items to be served in refrigeration units or warmers. The refrigeration units are either connected to electricity and maintained at a constant temperature or ice is kept under the foods that must be refrigerated. The same thing is true of hot foods. Food to be kept hot is either placed in a unit that is a steam table or hot water jackets are maintained around them and heat is kept under the jackets.

In setting up the serving line, the placement of the food will depend upon the nature of the serving unit. In most instances, trays are put on the end, usually with a paper placemat on them so the food will not slide, and the patients/clients pick up their utensils (sometimes wrapped in a napkin), and then the patients/clients make their food choices. In most serving units the salads and other foods which must be maintained at a cold temperature are kept at about 45° to 34°. Usually they are placed first in the serving line, then come the hot foods which should be maintained at a temperature above 140°. Usually the desserts and beverages are placed last. If there are any desserts which have eggs in them, such as custard pie or puddings, they must be kept cool also. Milk needs to be kept at a cool temperature so as to impede bacterial growth. Rolls, butter or margarine may be placed after the hot foods, after the salads, or at the end of the serving line. If patients/clients are served their hot entrees, the plates will be given to them at that time, but if they serve themselves, the plates will be picked up after the tray is taken by the patient/client.

If the patient/client is on a special diet, the tray will be set up with a premarked menu, and he or she must present this before being served. Having the patients/clients go through the line themselves and be able to sit with others is very good therapy for most patients/clients. Sometimes it is possible also for the patient's family to join him or her so they can eat together, but the patient is maintained on a special diet. Occasionally the patient on a diet picks up his or her food at a special diet station, and the food is served on the plate or the entire tray is served before it is given to the patient.

Instead of having a menu slip, just a tray card may be on the tray suggesting a limitation such as "no milk" or "salt-free" food. These menu slips or tray cards have probably been prepared by the nutrition aide.

ACTIVITY 1:

Go to your school cafeteria or a health facility and draw a diagram of how the food is placed on a serving line. Ask the server or manager how the temperature of the cold and hot foods are maintained. Turn into instructor for it is your post-test.

Fill in the blanks reporting on the facility that you visit:

Hot food is maintained by______________________________

Cold food is maintained by______________________________

[✓ T] F 1. Tray covers are placed on trays to keep the plates from sliding while carrying the tray.

T [✓ F] 2. Cold foods are usually in the middle of a serving line.

T [✓ F] 3. Menu slips or tray cards are used to indicate what a patient/client can eat.

T [✓ F] 4. Hot foods are placed in pans on the bare counter and served quickly.

[✓ T] F 5. Cold food should be maintained at about 45° or 34°.

The diagram of a health facility serving line must meet the satisfaction of the instructor.

JOB SKILL: Serve Patients/Clients

PERFORMANCE OBJECTIVE:

Given a situation where patients/clients are unable to go through a serving line or be served at a table, the student will be able to serve patients/clients through organized tray service with 100% accuracy.

MATERIALS NEEDED:

1. Pen or pencil
2. All necessary dinnerware, flatware, and glassware
3. Trays
4. Napkins
5. Cart for transporting food
6. Water carafe
7. Food and beverages
8. Tray appointment
9. Nasco Food Models or Dairy Council Food Models (see addresses at end of Packet) or prepared food.

PRETEST

DIRECTIONS: Circle the correct answer.

T F 1. The same size portions need to be served to patients/clients in order to maintain accurate diets.

T F 2. Food must be attractive-looking in order to have "appetite appeal" to patients/clients.

T F 3. Each food item should be kept separate on the plate and not run together.

T F 4. The temperature of the plate is not important.

T F 5. When serving meat having a fat or bone side, it is presented away from the guest.

T F 6. Foods which become cold should be reheated before serving to a patient/client.

Name three suggestions for attractive plate layout.

INFORMATION 12.3

DIRECTIONS: Read and study the information for use with the Activities in this Packet.

In many food service facilities the minute that the clean-up is accomplished for one meal, preparations begin for the next meal. After the trays are sterilized and dry, they are usually prepared for the next meal by having tray covers of paper, and just occasionally cloth, put on the tray. Also, the flatware and napkin are also placed on the tray. Before it is time to serve, it is necessary to have the condiments, cup and saucer and/or beverage glass placed on the tray or sometimes the last two items are placed on the tray filled, but usually they are taken in a cart to the area and the beverages are poured there.

Before the plates are filled, it is important that the Nutrition Aide understand plate layout for the best ingredients and recipes may fail at the moment food is presented to the patient/client unless the plate layout is well done. A careless arrangement of food on a plate can turn off the appetite. A pleasing plate can sharpen it. The look of the plate -- the guest's first impression of the food on it -- is a matter well worth careful thought and study.

A plate layout should be carefully pictured so that the production staff can use it as a guide at the dish-out time.

The following suggestions are given in planning plate presentation.

1. Plate Edges:

   The border of the plate should never have food on it. Not only should the layout be planned within the borders, but the drips of sauce or juices that might be spilled during dish-out should be carefully removed. Clean plate edges are mandatory.

2. Garnishes:

   Simply, to add a garnish because you feel you need to garnish everything is a useless and wasteful practice. Many plates do not need garnishes. If they are full and the foods themselves possess all the color necessary, a garnish simply adds confusion.

3. Color and Unity:

   Providing color for a plate of hot foods presents more of a challenge than working with color in cold foods. Many cooked foods have brown and gold tones. Brilliance of natural color is often lost through cooking. It becomes the responsibility of the cook to add imaginative garnishes to give the color needed.

Unity is provided by the arrangement of food on the plate. You want a pattern harmonious with the roundness (or ovalness) of the plate. The trick is to use food shapes and relationships to create this harmony. Keep the center of the plate in mind and work around it. At the same time you should balance the colors in the arrangement. Sometimes an awkward combination of shapes can be avoided by cutting the vegetable differently. Sometimes it is better to change the vegetable or to add a second vegetable or a garnish. This is a good reason for planning plate layouts before the menu is pictured on a card. Sometimes an oval plate substituted for a round one will solve the problem.

4. Positioning of Food:

There are rules of service that may complicate the plate layout.

The main dish or meat is presented directly in front of the guest.

When meat having a fat or bone side is presented, that side should be turned away from the guest. If there is no fat or bone, there is no problem.

These rules force you to work with the meat in a more or less fixed position. It becomes your focal point, which is what you want it to be anyway.

5. Product Identity:

   Individual items need to maintain their separate identities. You can further maintain identity by straining excess liquids from vegetables and using no more than the proper amount of a sauce that is part of a dish.

6. Portion Sizes:

   When determining portion sizes, you should think of them in relation to one another on the plate. Otherwise, it is possible for the wrong item to become the main object of the plate. Too large a baked potato makes a steak look like a garnish.

7. Plate Temperatures:

   Last, but not least, always present hot foods on hot plates and cold foods on cold plates.

The Nutrition Aide must be sure that the food is ready and it is then portioned on the plates. A dipper may be used for some items, and a tablespoon for others. Sometimes such items as bread or rolls are already portioned. Occasionally a supervisor will weigh the food, making sure that all patients/clients are receiving equal portions of food. It is especially important to have the correct amount of food if patients/clients are on special diets. The aide must also be careful that he or she accurately pours the specific amount of beverage for a special diet patient if liquids are an important part of the diet. In those cases, liquids are usually measured before they are served. Once the food has been portioned on the plate, the plate is put on the tray. For special occasions there may be special tray appointments such as small paper cups of candies for Christmas or a small decoration. Many clubs and youth organizations contribute tray favors for special holidays, and they must be carefully placed on the tray. After the cover is put on the hot foods, the tray is carefully checked to make sure the flatware is adequate, condiments are on the tray, and the beverage containers are there to be filled later. Any tray cards which show restrictions or special items to be placed on the tray are present. The tray must have appetite appeal in order to encourage patients/clients to eat, especially if they have been ill.

The trays are then placed in the conveyor or cart, and the trays are transported to the serving area. Between meals the cart or conveyor belt must be sterilized so that food is not contaminated. The Nutrition Aide may or may not actually serve the meal to the patient/client for it may be necessary for him or her to supervise where the trays go so that the correct tray goes where it belongs, especially if a patient/client is on a special diet. The Nutrition Aide may, however, prepare and serve between-meal nourishments, particularly if they are part of a special diet. If special dietary orders have been forgotten or have been late in arriving to the diet kitchen, special diets need to be filled and delivered, either by the Nutrition Aide or someone else to the patient/client.

Returning the soiled tableware to dishroom may or may not be the responsibility of the Nutrition Aide. In small facilities or children's facilities, taking care of soiled dishes may be his or her responsibility, even to loading them in a dishwasher.

It may be necessary to provide ice and special water for replenishing drinking water for the patient/client. If some patient/client has been delayed in eating their foods because of tests, or visits by the doctor, or for other reasons, then the tray must be taken back and either replaced with fresh food, if the tray has stood for a while, or the food must be reheated, usually in a microwave because of the possibility of food contamination if it is not reheated. Also, lukewarm food is not very appealing to patients/clients.

ACTIVITY 1:

DIRECTIONS: Practice plate layout using the information from this module. Use Nasco food models, Dairy Council food models, or real food on plates. Do at least five plate layouts using menu ideas from Packet 4. Show these completed plate layouts to your instructor and class members. Have them make comments and suggestions. Be able to tell them why you made the arrangements you did.

ACTIVITY 2:

DIRECTIONS: Cut out pictures of plate layouts which show good examples of at least five principles of plate presentation.

ACTIVITY 3:

Visit a health care facility which distributes trays to the patients/clients' rooms. Write down all the processes which take place between the time the tray is covered with a tray cover and when it arrives in the patients/clients' rooms. Your instructor can assist you in arranging a visit to the health facility.

Now answer the following questions:

What did you see that was different than what you studied?

What type of persons did what jobs? (Practical nurse, nurse's aide, nutrition aide, or volunteer?)

What did you learn from the experience?

This activity will serve as your post-test.

KEY 12.11

[✓ T] F 1. The same size portions need to be served to patients/clients in order to maintain accurate diets.

[✓ T] F 2. Food must be attractive-looking in order to have "appetite appeal" to patients/clients.

[✓ T] F 3. Each food item should be kept separate on the plate and not run together.

T [✓ F] 4. The temperature of the plate is not important.

[✓ T] F 5. When serving meat having fat or bone side, it is presented away from the guest.

[✓ T] F 6. Foods which become cold should be reheated before serving to a patient/client.

Three suggestions for plate layout would be:

a. The border of the plate should never have food on it.

b. Plates should be garnished if they look colorless. If they are colorful, they may not need a garnish.

c. The food on the plate should give a feeling of unity.

d. Meat is focal point on a plate and should be served so the fat and bone side are presented away from the guest.

e. Hot foods should be served on hot plates and cold foods on cold plates.

f. Individual items need to maintain their separate identities.

g. Portion sizes should be the same for all plates.

POST-TEST:

Activity 3 completion to the satisfaction of the instructor serves as the post-test.

NOTE:

Addresses:

Nasco West
1524 Princeton Avenue
Modesto, California 95352

National Dairy Council
6300 No. River Road
Rosemont, Illinois 60018

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

JOB SKILL: Demonstrate good communication skills

PERFORMANCE OBJECTIVE:

Given a situation in which it is necessary to communicate, the student is able to demonstrate correct communication skills.

MATERIALS NEEDED:

1. Pen or pencil
2. Tape recorder

PRETEST:

DIRECTIONS: Circle the correct answer.

T F 1. Smiles, nods and handshakes are classified as verbal communication.

T F 2. Positive communication is more accepted than negative communication.

T F 3. Listening carefully to what the other person is saying is positive communication.

T F 4. Formulating what you are going to say while the other person is communicating is a good communication technique.

T F 5. You communicate with body language whether you want to do so or not.

T F 6. The person who receives the message is called the communicator.

DIRECTIONS: Read and study this information for use with the Activities.

Communication has three dimensions -- oral or verbal, written and non-verbal. We use oral communication constantly, but not always well. Some ways to effectively communicate verbally are:

1. Have constant eye-contact while communicating, unless some cultures do not communicate in this manner. (For example, not all Indians like to be looked directly in the eye because they may be sharing too much with someone else.)
2. Listen carefully to what is being said, and do not try to figure out what you will say back to the person communicating.
3. Sort out the facts from opinions, and be careful that you communicate facts.
4. When unsure about a message, give it back to the receiver to determine if you are correct in what you are hearing.
5. When you are receiving communication you are the receiver, and to be a good receiver, you must check your interpretations because that is how communication becomes wrongly interpreted.

6. If you are to go into a situation well-informed, be sure you look up information, especially if you are seeking a job. Also find out as much as you can about the person, group or organization you are contacting.
7. If you are not sure of something, be sure that you ask questions rather than obtaining erroneous ideas.
8. Be positive in your comments.

Some causes of failure in communication (listening traps) are:

1. Disinterest in what is being said.
2. Becoming emotionally involved, such as becoming angry so you don't hear what is being said.
3. Hearing only what you want to hear, rather than listening for facts.
4. Interrupting while others talk.
5. Jumping to conclusions.
6. Talking "down" to the other person or acting like they are inferior to you, and only you have the right answer.

In doing written communication, it is necessary to be precise in what you say rather than using ten words when one would do. In writing letters, put the most important part in the beginning. Some other suggestions are:

1. Make sure words are spelled correctly.
2. The writing should be legible or the communication should be typed.
3. Correct grammar should be used.
4. "I" should not be used too frequently and certainly not in the first sentence of a business letter.
5. If your communication involves giving directions, be sure they are clear. Read them after you have written them so you are sure they are clear.
6. Read written directions carefully before you begin a task so you are sure of what you are to do.

Not all communication is spoken or written, but we also have non-verbal communication which is sometimes called "body" language. For example, on a job, individuals need to look professional so they don't wear clothes that are extreme but rather wear what most of the other employees wear. We communicate non-verbally whether we want to do so or not.

Such things as a smile can convey positive ideas to other individuals. Also, the type of handshake gives people impressions about what kind of a person we are. A firm handshake communicates the idea that we are in command of the situation.

ACTIVITY 1:

Listen to someone who seems to communicate well, and list the reasons why he or she is effective. (Instructor's satisfaction)

ACTIVITY 2:

Tape record yourself communicating some directions to someone in the class. Listen to the replay of it and determine if you have communicated well. Let your instructor hear it if you think you have done well. If not, rework your communication skit and tape it again. Do this until you are satisfied, and then have your instructor check it. This is your post-test.

PRETEST KEY 13.7

[✓ T] F 1. Smiles, nods and handshakes are classified as verbal communication.

[✓ T] F 2. Positive communication is more accepted than negative communication.

[✓ T] F 3. Listening carefully to what the other person is saying is positive communication.

T [✓ F] 4. Formulating what you are going to say while the other person is communicating is a good communication technique.

[✓ T] F 5. You communicate with body language whether you want to do so or not.

T [✓ F] 6. The person who receives the message is called the communicator.

POST-TEST:

The tape recording giving instructions to an individual is the post-test to determine whether the student is able to communicate or not.

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

JOB SKILL: Exhibit Maturity in Most Work Situations

PERFORMANCE OBJECTIVE:

Given an occupational situation, the student will be able to exhibit maturity 80% of the time.

MATERIALS NEEDED:

1. Pen or pencil
2. Some simulated work situations

PRETEST:

14.2

1. If a person contributes to a team effort, what kind of behavior does he or she show? List at least five behaviors which contribute.

2. List three things a person might do if he acknowledges the feelings and property of others.

3. If an individual manages his or her time effectively, list three ways this might be done.

4. If an individual relates well to the public, what does he or she do? List at least three behaviors.

DIRECTIONS: Read and study this information for use with the Activities.

What is maturity? According to a dictionary, it means full development; perfected condition. Although maturity is referred to when physical development is being discussed, in this module exhibits maturity means social and emotional maturity and applies to preparing or working in a food service occupation.

The first characteristic of this maturity is contributing to a team effort. When someone is contributing to a team effort, they are doing the following:

a) Is willing to carry out rules and regulations
b) Is willing to carry out the tasks assigned
c) Is loyal to the organization by not being wasteful, nor critical of others
d) Follows instructions and helps others who do not understand the instructions
e) Accepts criticism if it is deserved and resolves to change behavior
f) Is honest with self and others
g) Gets along with fellow employees by being friendly, doing his or her share of the work, and respects the knowledge of other employees
h) Looks for other tasks when own are completed

i) Is dependable by being on time

j) Accepts supervision from those above

k) Respects employers and ideas

l) Is willing to give constructive ideas for improving the work situation

m) Shows ability to make a team decision and helps carry out the decision

n) Treats others as he/she wishes to be treated

o) Keep area clean and orderly

An individual who exhibits maturity acknowledges feelings and property of others by:

a) Being careful of other person's property and not taking anything that isn't his or hers. More theft occurs among employees and costs more money than outsiders destroying or taking property. Just because an individual works at a place does not make the property his or hers.

b) Respecting the property of fellow employees.

c) Reporting when other employees are careless with the employer's property.

d) Is willing to pass around the pleasant jobs so one person does not do the unpleasant jobs all the time. Is willing to do his or her share of disagreeable tasks such as cleaning.

e) Is able to accept anger from other persons without feeling personally threatened since the anger may not in reality be directed toward anyone but himself or herself.

f) Is willing to laugh at oneself and can see humor in many situations.

g) Is empathetic or has some idea how others feel when they have difficulties either with the job or outside the work situation.

Another characteristic of a mature person is that he or she manages time effectively. If you manage your time effectively, you should do the following:

a) Report to class or work on time and be ready to go to work

b) Manages time to get work accomplished and have time to play as well

c) Works at a steady pace while working

d) Is willing to put in overtime if the need arises without griping and complaining

e) Has enough sleep so has the energy to do a day's work

f) Does not talk constantly as it distracts from doing an adequate job; also, accomplishes tasks in a minimum of time. Constant socialization steals from work time.

Another characteristic of a mature person is that he or she relates well to the public. He or she would:

a) Smile and be pleasant with the public

b) When a patient/client complains, try to find out the reason for the complaint and correct the situation

c) Admit a mistake if one is to blame and offer to change the situation in some way

d) Treat handicapped persons as normal persons, but ask if he or she needs assistance if there is some difficulty

e) Come to work well-groomed and appropriately dressed so the organization has credibility with the public

f) Give the same consideration to patients/clients even if they are not well-dressed or pleasant to be around

ACTIVITY 1:

Observe someone in a job situation who appears to be successful in all aspects of the job. Write down what you believe he or she is doing that contributes to the success on the job. Have at least 5 behaviors listed before you show the paper to your instructor.

ACTIVITY 2:

Make a list of the things that you do well in the work situation, and then list five ways you can improve the work situation. Indicate how you plan to go about making these improvements. At the end of two weeks see how many of your behaviors you have improved. This is your post-test.

PRETEST

Instructor's satisfaction.

POST-TEST

The student's own analysis is the post-test. Whether or not the student changes some of his undesirable behaviors is the real test of this packet.

DIRECT INSTRUCTION AND SELF-TAUGHT INSTRUCTION

JOB SKILL: Develop Job Procurement Skill

PERFORMANCE OBJECTIVE:

Given the information needed to develop job procurement skills, the student will achieve 80% accuracy using this module.

The following module is taken totally from the Hero Handbook, December 1975. (Arizona Department of Education)

TOPICAL OUTLINE

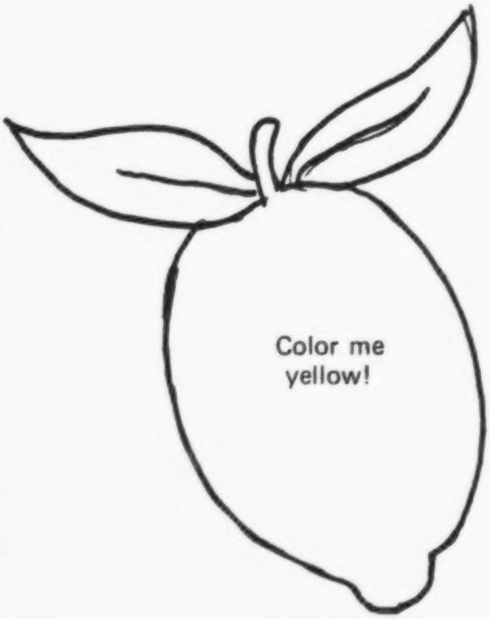
- 2.0 Job Preparedness
  - 2.1 Rules and Regulations for HERO
  - 2.2 Resumes or Personal Data Sheets
  - 2.3 Job Application Blanks
  - 2.4 Interviews
  - 2.5 Positive Attitudes of Employees
  - 2.6 Paycheck Deductions
  - 2.7 Income Tax Returns
  - 2.8 Parent Orientation

2.0 JOB PREPAREDNESS

2.1 Rules and Regulations of HERO
2.2 Resumes or Personal Data Sheets

INFORMATION

"When life
gives you lemons,
make
LEMONADE."



Color me
yellow!

2.0 COMPETENCY: PREPARE YOURSELF FOR THE FIRST JOB.
(BEGINNING COMPETENCY)

INTRODUCTION: In order to be successful on the first job, you need to write a resume about yourself, go to an interview with some self-confidence, and be informed about factors which contribute to success while employed.

IDEAS TO CONSIDER: A resume gives a very good picture of yourself to others, so it should be written carefully and completely.

Accurately filling out an application form makes a good first impression to a prospective employer.

Adequately preparing for an interview makes the individual more comfortable when he/she is confronted with the real situation.

Knowing the appearance expected, the rules and regulations of a job, and cultivating behavior patterns which follow expectations are more apt to lead to success on the job.

VOCABULARY WORDS:

- Internal Revenue Service
- Health benefits
- Workmen's Compensation Law
- Resume
- Social Security
- Application form

2.1 COMPETENCY: LEARN THE RULES AND REGULATIONS OF A HERO PROGRAM.
(BEGINNING COMPETENCY)

2.2 COMPETENCY: WRITE A RESUME OR PERSONAL DATA SHEET FOR SELF.
(BEGINNING COMPETENCY)

	ACTIVITIES	REFERENCES
2.0	Activities 2.1 through 2.8 are planned to lead to competency 2.0.	
2.1	Study a handout given to you to explain the rules and regulations of a HERO program.	Handout given to you by your coordinator
2.2	After studying several sample resumes or personal data sheets provided by the teacher, start preparing one for yourself by listing educational background; skills; work experiences, paid or unpaid; interests and hobbies; and references. Have the resume checked by another student, the coordinator, or a person in business and make suggested changes. If you don't type, try to have the resume typed.	Appendix A Kimbrell, Grady and Ben Vineyard. *Succeeding in the World of Work.* Bloomington, Illinois, McKnight & McKnight, 1970.

2.0 JOB PREPAREDNESS

2.3 Job Application Blanks
2.4 Interviews

INFORMATION

2.3 COMPETENCY: ACCURATELY FILL OUT APPLICATION BLANKS.

(BEGINNING COMPETENCY)

2.4 COMPETENCY: DEMONSTRATE SELF-CONFIDENCE IN AN INTERVIEW, SIMULATED OR ACTUAL.

(BEGINNING COMPETENCY)

	ACTIVITIES	REFERENCES
2.3	Examine a job application form and see if you understand all the information requested. Practice filling out some duplicated forms provided by the coordinator. After completion, check to see if they are free from: —smudges or blurs —messy corrections —hard-to-read handwriting —strange abbreviations —writing out of the space —incomplete names or nicknames —incorrect spelling —blanks without information	*Career Decisions: Finding, Getting and Keeping a Job.* J.C. Penney Company, 1301 Avenue of the Americas, New York, NY 10019, or on loan from a J.C. Penney store. Appendix B
	If you find that you cannot write well, try printing to see if the appearance of the application forms is improved. An application form provides the opportunity to "sell yourself."	A variety of application blanks Appendix C
	Write a letter of application to a prospective employer following the example given.	Appendixes D and E
2.4	Listen to a guest speaker who provides clues about what to say and the questions to ask in an interview. Ask such questions as:	Obtain a guest speaker who interviews for hiring.
	What is appropriate to wear to an interview?	Appendix F
	Is it all right to go with someone? (Most employers say it is not.)	*Interviewing,* J.C. Penney, on loan or from New York.
	What do you say if you have not had any experience?	Appendixes G, H, and I
	How do you let someone know that you are interested in the job and think you can do it without seeming to brag?	
	Practice being interviewed with someone who hires employees. If such a person is not available, let someone interview you who has interviewed for a job several times. Let them fill out Appendix I.	Appendix J Appendix K

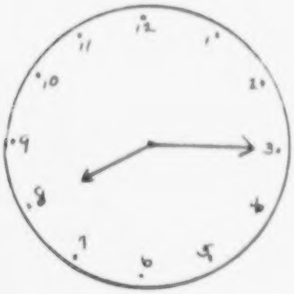
2.0 JOB PREPAREDNESS
2.4 Interviews
2.5 Positive Attitudes for Employees

INFORMATION

2.5 COMPETENCY: IDENTIFY CHARACTERISTICS OF WORKERS WHICH MAKE FOR SUCCESS ON A JOB.

(EDUCATIONAL AWARENESS)

"But I didn't know you meant exactly eight o'clock."



	ACTIVITIES	REFERENCES
	Read several sources on interviews and make yourself a list of behaviors you will try to follow when you are interviewed, such as: —be punctual —keep your hands still while you are answering questions —use correct speech —answer questions accurately —be sincere —dress neatly	Appendixes L and M *Succeeding in the World of Work*
	Fill out Appendixes L and M when appropriate. Write a follow-up letter thanking the prospective employer for his/her time and express interest in the job.	Appendix N
2.5	Interview five people who are employed (dad, mother, last year's HERO student, neighbor, older sister or brother), and ask them to name at least eight characteristics of workers which lead to success on a job.	Handbooks from local businesses Appendixes O and P
	Bring the list of characteristics to class and compare with at least four other students what you found. From your group, list in order of highest to the lowest the characteristics mentioned by workers. Share your group's findings with the total class and compile a master list of characteristics from all the groups. See Appendixes O and P for ideas.	
	After the master list is made, show it to some business persons, and ask if the list is complete. If not, add other characteristics mentioned.	
	Take the master list then and star those characteristics which you think you now possess, and circle at least two which you believe you should work on to make you more successful on a job. (If time is limited, the coordinator will provide you with the master list.)	

2.0 JOB PREPAREDNESS

- 2.6 Paycheck Deductions
- 2.7 Income Tax Returns
- 2.8 Parent Orientation

INFORMATION

2.6 COMPETENCY: IDENTIFY DEDUCTIONS WITHHELD FROM PAYCHECK.
(EDUCATIONAL AWARENESS)

2.7 COMPETENCY: FILL OUT W-2 TAX FORMS.
(BEGINNING COMPETENCY)

2.8 COMPETENCY: INFORM PARENTS OR GUARDIANS ABOUT HERO ACTIVITIES AND ANSWER THEIR QUESTIONS.
(APPRECIATIONS AND ATTITUDES)

	ACTIVITIES	REFERENCES
2.6	Study the stub of a paycheck and see how many of the items you can identify. Can you find Social Security, Federal Income Tax, health benefits, and insurance deductions? If not, listen carefully while the coordinator explains deductions with the use of overhead transparencies.	Paycheck stubs enlarged on overhead transparencies
	Practice filling out an application form for a Social Security card. Consult an overhead transparency of such a form if you have difficulty. If you do not have a Social Security card, apply for one.	Social Security card application form on an overhead projector
	Ask other employed students what benefits they receive with part-time work such as vacation pay, health insurance, Workmen's Compensation coverage, or sick leave. (Are they eligible to collect unemployment benefits if they become unemployed?) If you do not understand any of these terms, ask your coordinator to refer you to resources explaining them.	Unit on unemployment from Arizona Department of Economic Security Educational materials on Workmen's Compensation Law, Social Security benefits, and disability benefits
2.7	During the year, learn to fill out W-2 income tax forms. If you wish to do this as an independent project, notify your coordinator and she/he will provide materials which you can use.	*Understanding Taxes,* Department of the Treasury, Internal Revenue Service, Publication 21, Student Edition, 1975.
2.8	Ask your parents or guardians to come to an orientation event which explains HERO to your parents. If they cannot attend, go over the material with your parents which explains your responsibilities to the cooperative HERO program. Have your parents sign an approval form which grants permission for you to be in the program.	Orientation event for parents must be planned.
	Keep a record of questions which your parents ask about your employment, class activities, and HERO club activities. If you do not know the answers, be sure to ask your employer, coordinator, or other sources for the information. Some of the answers would be good to include in a newsletter for parents.	

2.2 APPENDIX A

RESUME OR PERSONAL DATA SHEET

NAME: Lou Garcia

AGE: 17

ADDRESS: 1220 Fifth Street

OCCUPATION: Student

TELEPHONE: 756-4692

SOCIAL SECURITY: 527-25-2330

HEALTH: Excellent

HEIGHT: 5′ 9″

WEIGHT: 140

TYPE OF WORK DESIRED: Florist aide

SCHOOLS ATTENDED:
Hartford Elementary, Hartford, Illinois (1962-1965)
Cleveland Elementary, Greenlee, Arizona (1965-1969)
Chandler Junior High, Greenlee, Arizona (1969-1972)
Chandler High, Greenlee, Arizona (1972-1974)

SUBJECTS:
Typing I (B average)
3 years mathematics (C average)
3 years English (B average)
1 year science (B average)
3 years P.E. (B average)
1 year history (C average)

EXPERIENCE: Sands Nursery and Garden Supply (1974-1975)

STUDENT ACTIVITIES:
Student Council (1974)
Student Senate (1972-1973)
Sophomore Class Representative (1973)
Baseball Diamondbell - assistant manager (1973-1974)

REFERENCES:
Mrs. Vern Serrano
865 West Galveston
Greenlee, Arizona 85224

Mrs. Bobby Smith
West Jay Street
Greenlee Arizona 85224

Mr. Jack L. Brown
817 West Galveston
Greenlee, Arizona 85224

2.3.1 APPENDIX B

APPLICATION FORMS
Sue Pew – Chandler High School

1. Fill out in ink or type in answers.
2. Answer every question that applies to you. Answer NA (not applicable) or draw a line through the space if it does not apply. This tells the employer that it was not just omitted.
3. Give complete address, including zip code.
4. Spell correctly.
5. Answer with specific job title or type of work when asked job references.
6. Know or have a record of schools and dates attended.
7. Have a record of job experiences with dates of employment.
8. Be prepared to list several good references. Call them to ask permission to use their names. Appropriate ones are:
   a. a former employer
   b. pastor of your church
   c. teacher who knows you well
   d. friend who is established in business
   e. a club leader

   Do not use family members.
9. Sign correct name (not nickname). Use order requested (first name first, etc.).
10. Fill it out neatly.
11. A person does not have to answer or include his/her sex, race, religion, age, or national origin. Most personnel persons recommend filling them out, however, for some prospective employers react negatively to these being left blank.
12. You do not have to include a picture, but it may help you get a job.

2.3.2 APPENDIX C

JOB APPLICATION FOR STUDENTS

Social Security No. ______________________ Date ______________

Name ____
Last First Middle

Address ____
Street City Zip Code

Phone number ________________

Year in school ________________ Days absent this year ____________

Age ______________________ Birthdate ________________

Name and address of father ______________________________
____

Name and address of mother ______________________________
____

Driver's license number, if you have one ____________________

TYPE OF JOB PREFERRED

Part time ______ Full time ______
Temporary ______ Permanent ______
Weekly ______ Daily ______ Monthly ______ Summer ______

Which days and hours are you able to work? ______________________
____

Transportation Yes____ No____ If no, what geographical area must you be considered for? ______________________________

Type of transportation Car_____ Bicycle_____ Other_____

What previous volunteer or paying jobs have you held?

Type of work	Date	Reason for leaving

What are your skills and abilities (shorthand, babysitting, lawn mowing)?

____

____

How soon do you want to start working?

____As soon as possible
____2 weeks
____2 months
____Beginning of summer

What type of work would you like to do?______________________________

____

Do you have any physical limitations?______________________________

____

Person to be contacted in the event of an emergency.

____
Name Address

____
Phone

Would you be willing to obtain a check X-ray if a position requires it?____________

Signature______________________________

2.3.3 APPENDIX D

LETTER OF APPLICATION

Sue Pew – Chandler High School

WHEN DO YOU WRITE A LETTER OF APPLICATION?

1. To apply for an out-of-town or out-of-state job.
2. In answer to a newspaper ad that asks you to apply by mail.
3. To apply for a job with a business friend of your family.
4. To write a prospective employer when it is requested (if the employer wishes to check English usage and see if you can write a clear letter).

WHAT DO YOU INCLUDE?

1. Your name (not a nickname) and your complete address.
2. How you learned about the job opening (your coordinator, newspaper ad, or employment agency). For example, Mr. Brown suggested that I write regarding____________, or Your advertisement in today's Arizona Republic for a____________.
3. The job for which you are applying. Example: Please consider me as an applicant for the job of waitress, or I would like to be considered for the position of day care aide.
4. The experience you have had (if any). Don't mention it if you don't have any.
5. The education you have had (keep a card in your wallet with the schools you attended and the dates of attendance. This is especially important if you attended college. Also keep a record of your experience).
6. References (if you can provde them. Be sure to ask permission of the person you wish to use as a reference.)
7. Permission for a personal interview at the employer's convenience and include your telephone number.

WHAT SPECIAL INSTRUCTIONS SHOULD YOU CONSIDER?

1. Use clean paper and type without any kind of erasure.
2. Have margins of one and one-half inches on left and right.
3. Type street address, city, state, and zip code two inches from the top—either left or right side—and type date last.
4. Place the inside address one and one-half inches down from the date line on left side of margin (include more space if the letter is very short). Include the name of the person and his/her title, company name, address, city, state, and zip code.
5. Write the salutation as Dear Mr.______: or Miss, Mrs., or Ms. If unknown, use Dear Sir or Madam: (Use a colon after the name.)
6. Include in the body of the letter where you heard about the job, the job you are interested in securing, the experience you have had, your education, and references, if not on your resume.
7. Type the closing by coming down two spaces and using "Yours truly," "Very truly yours," or "Yours very truly." Capitalize only the first word, followed by a comma.
8. Leave four spaces after closing.
9. Type your name.
10. Reread for mistakes BEFORE you remove it from the typewriter.
11. Sign your name in ink above your typed name.

2.3.4 APPENDIX E

EXAMPLE OF APPLICATION LETTER

747 Jones Avenue
Phoenix, AZ 85287
June 12, 1975

Mr. R. W. Smith, Personnel Director
Glory Food Service Corporation
112 Sky Avenue
Phoenix, AZ 85008

Dear Mr. Smith:

On the advice of my HERO coordinator, Mrs. Sue Smith, at York High School, I am writing to you regarding employment with your food company.

York High School offers courses in food and nutrition, and I have taken all three of them. I have completed Beginning Foods, Meal Management, and Advanced Foods and earned a B average in these classes. In addition, I have held a part-time job at The Beanery for the last three months.

Enclosed with this letter is my resume which will give you more information about myself. Since I plan a career in the food service field, I am eager to affiliate with a food service company of your reputation.

I would welcome the opportunity to come to your Phoenix office for a personal interview at your convenience. If it is more convenient for you to call me, my telephone number is 797-8389.

Yours truly,

Mary R. Black

2.4.1 APPENDIX F

INTERVIEW TIPS

1. Be aglow with confidence, be well rested, appropriately dressed, and allow time to be completely relaxed.
2. Before you enter the room, throw out your gum, pull in your tummy, lift your chest up, and hold your head proudly.
3. Don't shuffle in as though you are enroute to your execution. Do walk in with as confident an air as you can muster.
4. Don't sit down until the interviewer tells you to be seated.
5. Fold your hands in your lap so they won't be nervously tapping on the desk.
6. During the interview sit comfortably at ease, but don't slouch, sprawl, yawn, or show signs of nervousness. Sit in the chair. Don't sit or lean on the employer's desk.
7. SMILE!!!
8. Look into the interviewer's eyes. You don't have to hypnotize him, but do avoid a hang-dog air.
9. Speak up distinctly so that the interviewer doesn't have to strain to hear what you say, but don't blare at him so that you injure his eardrums.
10. Answer all questions promptly, accurately, and as briefly as possible. Don't just say "yes" or "no." Dispense with your double negatives and slang expressions.
11. Pretend you are taking a final exam in English. Don't become familiar and don't argue.
12. Follow every negative statement with a positive one. If the employer asks if you were a straight A student in school, point out that you can cut stencils and operate the mimeograph even if you can't bask in the glory of your scholastic achievements.
13. Be prepared to tell the interviewer:
    a. Why you want the job.
    b. What your interests are.
    c. How you spend your leisure time. (Do use good judgment here.)
14. Have your assets summarized so you can be confidently sure of yourself when asked if you have anything to say for yourself.
15. Say, "Thank you, Mr. or Mrs. ________," when he/she terminates the interview.

2.4.2 APPENDIX G

INTERVIEW TECHNIQUES

Sue Pew – Chandler High School

Be able to answer questions from your resume or personal data sheet.

PURPOSE OF THE INTERVIEW – For the employer to learn:
a. Your attitudes toward people and work
b. Your education and work experience
c. Your future career plans

WHAT TO KNOW BEFORE YOU GO ON AN INTERVIEW:
a. What products and services of the company are
b. How large the company is
c. Whether it is a growing company and a growing field

WHAT TO TAKE ON AN INTERVIEW:
a. A pen and pencil—in case instructions call for one or the other
b. Social Security card
c. Prepared personal data sheet or a resume
d. A work permit (if required). In some states these are required. They are not required in Arizona.
e. A letter of introduction if one is available

HOW TO GO:
a. Alone
b. Dressed neatly and clean. This includes hair, fingernails, shoes, etc. Dress a little conservative—not faddish. Wear colors and styles that accent your good points and help hide your less attractive ones.

WHEN TO GO:
a. Five minutes early, but not way ahead of time.
b. NEVER go a minute late. Call if you find it is impossible to make it.

WHAT TO DO AT AN INTERVIEW:
a. Introduce yourself
b. State why you are there
c. SMILE—not a silly or sheepish grin
d. Speak clearly and loudly enough to be heard and not too fast
e. Stand and/or sit straight
f. Shake hands IF one is offered—don't offer first. Shake firmly.
g. Answer questions completely and honestly. Don't fake an answer you don't know. Be as specific as possible when asked what kind of work you would like to do. Don't let your answer limit yourself too much. If asked, don't be specific about salary or wages expected. Your answer, if too high or too low, could hurt you.
h. Ask a few questions that show you are interested in the company. For example, ask about the company's product or service, number of employees, etc. Don't let your questions infer that you are concerned over how much work you will have to do. Try to have the questions indicate ways you could be of help to the company.
i. You may ask about salary if not mentioned before. Be sure to do this AFTER the other aspects of the work are covered.
j. You may ask if you can call back to learn the interviewer's decision.
k. Say "thank you" and leave.
l. Also thank the receptionist or secretary if there is one.

2.4.3 APPENDIX H

INTERVIEW GUIDE QUESTIONS

Sue Pew – Chandler High School

Name____________________________

Answer these questions based on an interview with _______________________________________
___________________________ firm for the position of __________________________.

Fill in above before continuing.

1. Question: Why do you think you would like to work for us?
   Answer:

2. Question: What qualifications do you have that will make you successful in this job?
   Answer:

3. Question: What did you learn from other jobs that you have held?
   Answer:

4. Do you like to work with other people, or would you rather work alone?
   Answer:

5. Question: Do you plan to take more schooling, perhaps on a night school basis?
   Answer:

6. Question: Which courses did you enjoy most in school and why?
   Answer:

7. Question: Are you looking for a permanent or a temporary job?
   Answer:

8. Question: What do you think determines a person's success in his career?
   Answer:

2.4.4 APPENDIX I

JOB INTERVIEW
Rating Sheet

PRE-INTERVIEW: For receptionist's use only—the applicant's greeting, introduction, and general impression made.

GOOD FAIR POOR

APPLICATION BLANK: The application's neatness, legibility, and completeness.

GOOD FAIR POOR

PERSONAL APPEARANCE: The applicant's neatness, grooming, and attire.

GOOD FAIR POOR

Comments:

ACTUAL INTERVIEW:	GOOD	FAIR	POOR
GREETING			
INTRODUCTION			
BEARING			
COURTESY			
KNOWLEDGE			
ATTITUDE			
INTEREST			
CONFIDENCE			
PERSONALITY			
INITIATIVE			
SINCERITY			

Comments:

POST-INTERVIEW: The applicant's manner and skill in terminating interview.

GOOD FAIR POOR

Comments:

Name ______________________
Date ______________________
Coordinator's
initials ______________________

MEETING YOUR PROSPECTIVE EMPLOYER

1. Describe your employment interview which led to your placement at the training station. Give name of interviewer, place, date, and the major topics discussed.

____
____
____
____
____
____

2. List any questions which you forgot to ask or would have liked to have asked.

____
____

Were there any questions asked by the interviewer which you were unable to answer?

____

3. What items of a general or specific nature pertaining to the position might the interviewer have mentioned which are still unclear to you?

____
____
____

4. How will you be able to handle future employment interviews more successfully?

____
____
____
____

5. Write about your first day at the training station. Include name of the department or unit.

____

____

____

____

____

____

6. a. What is the name of your training station sponsor?

(Name) (Title)

b. Who are the other members of your department?

(Name) (Title)

(Name) (Title)

(Name) (Title or job responsibility)

(Name) (Title or job responsibility)

c. Name some of the other people with whom you work:

(Name) (Title or job responsibility)

(Name) (Title or job responsibility)

(Name) (Title or job responsibility)

2.4.6 APPENDIX K

CROSSWORD PUZZLE – AT THE INTERVIEW

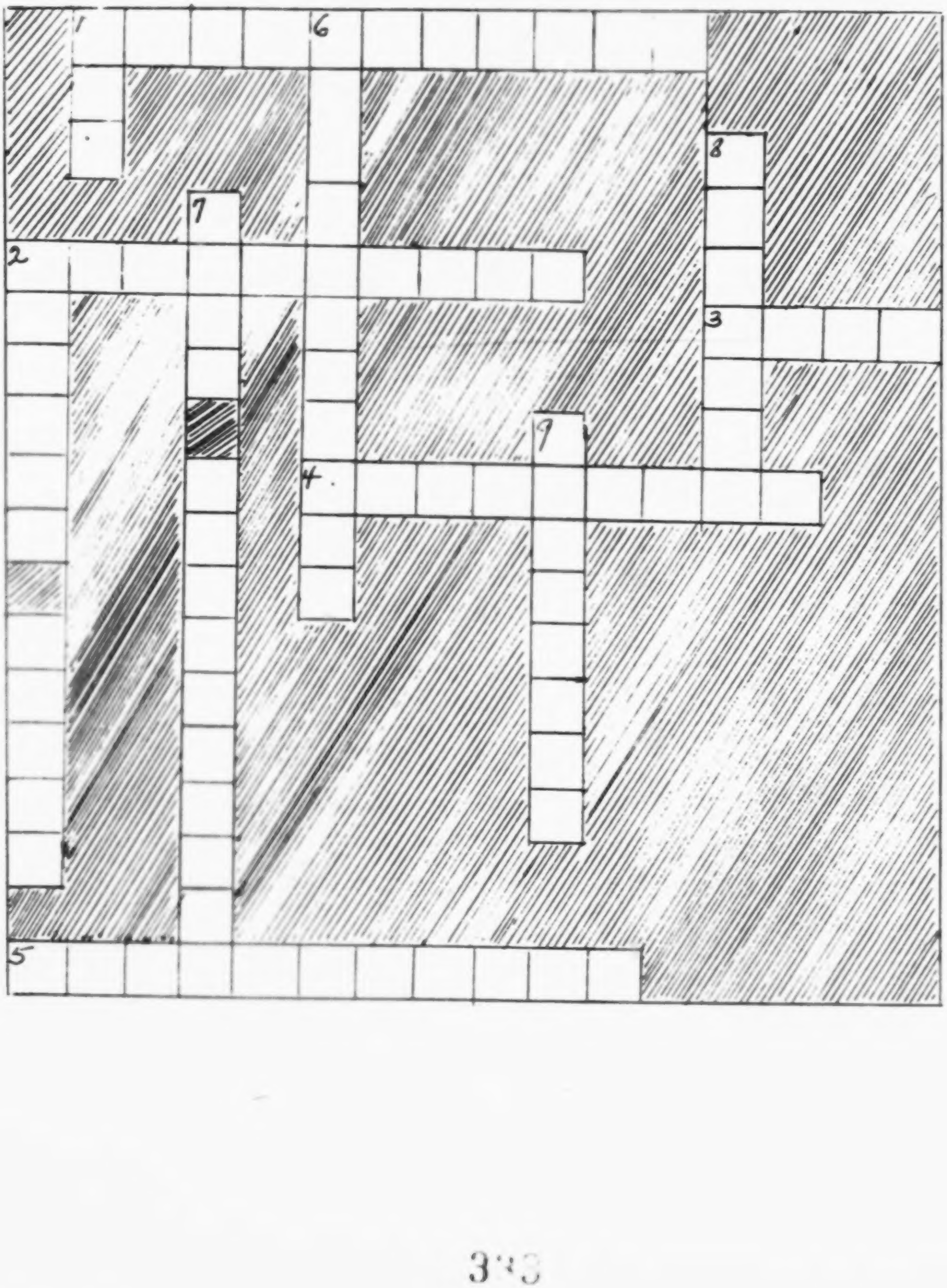
Belinda Coulter

ACROSS

1. When filling out an ____________________ for work, one should always be neat, accurate, and honest.
2. Your general ____________________ creates the strongest first impression on the employer during an interview.
3. Each employee should be aware of the labor ____________________ of his state and the effect they have on him.
4. The ____________________ is conducted to give you a chance to sell yourself to the employer.
5. On a job interview, the ____________________ should be the one to ask the questions and lead the conversation.

DOWN

1. If you are looking for a job, the "help wanted" ____________________ can be very useful.
2. Be sure to __________ __________ for an interview. (2 words)
6. Reviewing your personal inventory before a job interview will help you remember personal ____________________ during an interview.
7. An understanding of what is expected of you during a job interview can add to your __________-__________. (2 words)
8. One should __________ __________ when going for an interview. (2 words)
9. When going for a job interview, as well as on the job, good ____________________ is essential. This includes hair, clothes, and skin.


1
6
8
7
2
3
9
4.
5

2.4.7 APPENDIX L

JOB CONTACT RECORD FORM

Name ____

Date of call ____________________ Referred by ____________________

Name of business ______________________________________

Business address ______________________________________

Application filled out? ____Yes ____No

Personal interview? ____Yes ____No

Name of person to whom you talked ____________________________

Position of person to whom you talked ____________________________

Results of job contact ________________________________

____

____

____

____

____

____

____

Follow-up letter ____Yes ____No

Check back call ____Yes Date(s) ______________

____Phone call Date(s) ______________

____In person call Date(s) ______________

Coordinator's comments or instructions ____________________________

____

____

____

2.4.8 APPENDIX M

INTERVIEW REPORT NO.___

Name____________________

1. Person interviewed____________________
2. Official title____________________
3. Place of interview____________________
4. Date and time____________________
5. Reason for arranging the interview____________________

____

____

____

____

6. Questions you had answered____________________

____

____

____

____

7. Questions you wish you had asked____________________

____

____

____

____

8. Most interesting thing about the interview____________________

____

____

____

9. Things that could have been improved ______________________________

____

____

____

____

10. Recommendations for future interviews ______________________________

____

____

____

____

11. How you showed your appreciation ______________________________

____

____

____

____

2.4.9 APPENDIX N

WRITING FOLLOW-UP LETTERS

If your application letter has succeeded in obtaining a personal interview for you, the next letter you should write will follow the personal interview. Just as with the letter of application, it is best to write such letters on good quality white bond paper, 8½ by 11 inches. Personal stationery of unusual size or tinted or decorated sheets are not in good taste for any employment correspondence.

The Interview Follow-Up Letter

You will often leave the interview without knowing whether or not you have been hired. A follow-up letter may be necessary in order to secure the position. This letter serves one or more of the following purposes:

1. To thank the interviewer for the time and courtesy extended to you.
2. To let the interviewer know you are still interested in the position.
3. To remind the interviewer of your special qualifications for the psoition.
4. To return the application form if the interviewer gave you one to take home to complete.
5. To provide any additional data requested by the interviewer that you may not have had available at the time of the interview.

A follow-up letter should be written promptly after the interview. The following letter is an example and fulfills all the purposes discussed above. Use the same technical procedures on this letter as instructed on the letter of application.

Dear Mr. Brown:

Thank you for the opportunity to discuss with you the position of fashion buyer in your Sportswear and Knitwear Department. I was most interested in learning about your store policies and about the buyer's role within your organization.

Because I have had ten years experience in this field, I feel well qualified for this position. I am hopeful that I may serve your organization. I believe I can help maintain the fine reputation that Saunders has long enjoyed.

I have asked my employer to write to you regarding my capabilities. Let me know if I may send you further information.

Thank you again for your courtesy.

Yours truly,

William Hall

2.5.1 APPENDIX O

JOB ATTITUDES, PERSONAL QUALITIES, AND BEHAVIOR PATTERNS WHICH CONTRIBUTE TO EFFECTIVE HUMAN RELATIONS

1. Be honest
2. Be regular and prompt
3. Dress appropriate and clean
4. Have appropriate grooming and keep high personal hygiene standards
5. Use language that is appropriate and above reproach
6. Be courteous to customers and other employees
7. Respect the property, privacy, and time of others
8. Show consideration of others
9. Work as a team rather than just for yourself
10. Do your fair share of work—sometimes more than your share
11. When given instructions, listen and follow them
12. Have empathy and consideration for the customer
13. Recognize and use correct channels of authority
14. Be discrete in confidential matters
15. Be loyal—speak only good of employer and business
16. Welcome constructive criticism
17. Keep your sense of humor—develop it, but don't over use it

Others

18. ______________________________
19. ______________________________
20. ______________________________

2.5.2 APPENDIX P

WHY PEOPLE ARE NOT HIRED*

1. Poor personal appearance
2. Overbearing, overaggressive, conceited, "superiority complex", "know-it-all"
3. Inability to express himself clearly, poor voice, diction, grammar
4. Lack of planning for a career, no purpose or goals
5. Lack of interest and enthusiasm, passive, indifferent
6. Lack of confidence and poise, nervousness, ill at ease
7. Failure to participate in activities
8. Overemphasis on money, interested only in the best dollar offer
9. Poor scholastic record, just got by
10. Unwilling to start at the bottom, expects too much too soon
11. Makes excuses, evasiveness, hedges on unfavorable factors in record
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy, ill-mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Fails to look the interviewer in the eye
20. Limp, fishy handshake
21. Indecision
22. Loafs during vacation, lakeside pleasures
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around
27. Wants a job only for a short time
28. Little sense of humor
29. Lack of knowledge of the field of specialization
30. Parents make decisions for him
31. No interest in company or in industry
32. Emphasis on whom he knows
33. Unwillingness to go where sent
34. Cynical
35. Low moral standards
36. Lazy
37. Intolerant, strong prejudices
38. Narrow interests
39. Spends much time in movies
40. Poor handling of personal finances
41. No interest in the community
42. Inability to take criticism
43. Lack of appreciation of the value of experience
44. Radical ideas
45. Late to the interview without a good reason
46. Never heard of the company
47. Failure to express appreciation for the interviewer's time
48. Asks no questions about the job
49. High pressure type
50. Indefinite response to questions

*Negative factors evaluated during the employment interview and which frequently lead to rejection of the applicant in order of frequency (as reported by 153 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University).